

AGENDA

REGULAR SCHOOL BOARD MEETING

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

August 27, 2019

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. July 16, 2019, 1:00 p.m. – School Board Workshop
- b. July 16, 2019, 6:00 p.m. – Special School Board Meeting
- c. July 23, 2019 – 4:30 p.m. – School Board Workshop
- d. July 23, 2019 – 6:00 p.m. – Regular School Board Meeting
- e. July 30, 2019, 6:00 p.m. – Tentative Budget Hearing

ACTION REQUESTED: The Superintendent recommends approval.

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

- a. Personnel 2019 -2020

ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Contracts for Homeless Outreach Services – Title IX – **SEE PAGE #8**

Fund Source: Federal Program 4200 Fund
Amount: \$40,000.00 Total

ACTION REQUESTED: The Superintendent recommends approval.

- b. DES Contract for ESE Director/Student Services No: 030929- PAEC
SEE PAGE #10

Fund Source: General Fund
Amount: \$67,117.40

ACTION REQUESTED: The Superintendent recommends approval.

- c. Memorandum of Understanding Between Tallahassee Community College and the School Board of Gadsden County - **SEE PAGE #13**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. Contracted Services Between the Gadsden County Public Schools and Linda Sarvis, LCSW - **SEE PAGE #17**

Fund Source: FEFP (Mental Health Allocation)
Amount: \$20,000.00 (not to exceed)

ACTION REQUESTED: The Superintendent recommends approval.

- e. Contracted Services Between Advanced Medical Personnel Services, Inc. and Gadsden County School Board - **SEE PAGE #23**

Fund Source: Mental Health Plan
Amount: \$61.00 per hour

ACTION REQUESTED: The Superintendent recommends approval.

- f. Amendment /Renewal of FL DOE/Division of Vocational Rehabilitation Contract – **SEE PAGE #37**

Fund Source: FEFP dollars
Amount: \$33,306.41 (Not to Exceed)

ACTION REQUESTED: The Superintendent recommends approval.

- g. Head Start 2019 – 2020 Refunding Application – **SEE PAGE #61**

Fund Source: Head Start
Amount: \$2,218,898.00

ACTION REQUESTED: The Superintendent recommends approval.

8. SCHOOL FACILITY/PROPERTY

- a. Custodial Supplies - District Wide - **SEE PAGE #152**

Fund Source: 110
Amount: Amounts per Bid

ACTION REQUESTED: The Superintendent recommends approval.

- b. Mechanical Maintenance and Repairs-Continuing Services – **SEE PAGE #155**

Fund Source: 110

Amount: \$75.00 /hourly rate with Key Heating and Cooling
\$80.00 /hourly rate with Engineered Cooling Services

ACTION REQUESTED: The Superintendent recommends approval.

9. EDUCATIONAL ISSUES

- a. Gadsden District K-12 Comprehensive Reading Plan - **SEE PAGE #158**

Fund Source: FEFP

Amount: \$305,134.00

ACTION REQUESTED: The Superintendent recommends approval.

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

- a. Request to Advertise Notice of Intent to Adopt Policies - **SEE PAGE #188**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

11. FACILITIES UPDATE

12. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

13. SCHOOL BOARD REQUESTS AND CONCERNS

14. 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"

August 27, 2019

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 2019-2020

The following reflects the total number of full-time employees in this school district for the 2018-2019 school term, as of August 27, 2019.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees August 2019</u>
Classroom Teachers and Other Certified	120 & 130	291 .00
Administrators	110	51.00
Non-Instructional	150, 160, & 170	<u>383.00</u>
		725.00

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 2019/2020**NON-INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Blocker, Temperance	GEMS	School Safety Guardian	08/06/2019
Brown, Daphne	GWM	Education Paraprofessional	08/11/2019
Cummings, Bernice	Transportation	Bus Driver	08/12/2019
Dixon, Shymekia	PreK	Education Paraprofessional	08/12/2019
Evans, Maurnicia	GWM	School Safety Guardian	08/12/2019
Fields, Eureka	CES	Secretary	08/08/2019
Gee, Laforest	WGMS	Custodial Assistant	08/12/2019
Goldwire, Ricardo	GCHS	SFS Worker	08/12/2019
Green, Dinah	Transportation	Bus Driver	08/12/2019
Hayes, Charles	GBES	Custodial Assistant	08/08/2019
Hines, Mae	GCHS	Secretary	08/08/2019
Hinson, Kurstin	WGMS	Custodial Assistant	08/05/2019
Jackson, Monica	GEMS	SFS Worker	08/09/2019
James, Stanislas	CES	SFS Worker	08/08/2019
Kelly, Leroy	GBES	SFS Worker	08/08/2019
Knight, Nishani	GWM	Education Paraprofessional	08/05/2019
Knight, Arzie	Transportation	Bus Adie	08/12/2019
March,.Bernard	CES	School Safety Guardian	08/06/2019
Maynor, Tamela	GCHS	Graduation Coach	08/05/2019
McCloud, Albert	GWM	SFS Worker	08/08/2019
Munroe, Pinky	HMS	Custodial Assistant	08/12/2019
Parker, Trenesia	Head Start	Program Assistant	08/05/2019
Quintero, Dolores	GCHS	Secretary	07/29/2019
Radford, Gloria	JASMS	Custodial Assistant	08/06/2019
Richardson, Tecara	CES	Education Paraprofessional	08/05/2019
Smith, Linda	CPA	Secretary	07/29/2019
Solz, Brooke	District	District Reading Specialist	08/05/2019
Stephens, Farah	GCHS	SFS Worker	08/08/2019
Stokes, Demetrius	HMS	Office Manager	07/16/2019
Wester, Courtney	JASMS	Education Paraprofessional	08/13/2019
Wood, Charita	WGMS	SFS Worker	08/08/2019

INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Aggelis, Steven	GCHS	Teacher	08/05/2019
Akins, Serena	HMS	Teacher	08/05/2019
Augustw, Billy	GCHS	Teacher	08/05/2019
Brown, Joy	CPA	Teacher	08/05/2019
Brown, Michael	HMS	Teacher	08/05/2019
Brown, Willie	GCHS	Teacher	08/05/2019
Cinous, Michelle	CPA	Teacher	08/07/2019
Conyers, Tyrell	CPA	Teacher	08/05/2019
Cooper, Anthony	HMS	Teacher	08/05/2019
Dauphin, Stephanie	GCHS	Teacher	08/05/2019
Donaldson, Nekitrae	JASMS	Teacher	08/05/2019
Falconer, Jerome	GWM	Teacher	08/05/2019
Hairston, Tunisia	GBES	Teacher	08/05/2019
Hart, Janice	HMS	Teacher	08/05/2019
Horne, Chelsea	GCM	Teacher	08/05/2019
Howard, Darrell	GCHS	Teacher	08/05/2019
Hunter, Sarah	CPA	Teacher	08/05/2019
Keaton, Denisha	GWM	Teacher	08/05/2019
Keaton, Kaedretis	GWM	Teacher	08/05/2019
Lincoln, Derek	CES	Teacher	08/05/2019
Moore, H. Gerard	GTI	Instructor	08/05/2019
Nelson, James	HMS	Teacher	08/05/2019
Nia, Tia	HMS	Teacher	08/08/2019
O'Malley, John	GCHS	Teacher	08/05/2019
Pinkston, Jacob	HMS	Teacher	08/05/2019
Plewa, Albert	GCHS	Teacher	08/05/2019

INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Polihronakis, Heather	GBES	Teacher	08/05/2019
Revell, Jimmie	GBES	Teacher	08/05/2019
Robinson, Dominga	GCHS	Teacher	08/05/2019
Robinson, Khalik	HMS	Teacher	08/05/2019
Shields, Erin	GCHS	Teacher	08/05/2019
Thomas, Cierra	GCHS	Teacher	08/05/2019
Timley, Jada	GCHS	Teacher	08/05/2019
York, Eric	GCHS	Teacher	08/05/2019

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

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>Ending Date</u>
Dawkins, Bridget	WGMS/Custodian	07/30/2019	10/20/2019
Hill, Victoria	JASMS/Teacher	08/05/2019	08/26/2019

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Baker, Chloe	HMS	Teacher	08/02/2019
Belford, Miesha	HMS	Teacher	08/08/2019
Chandler, Cedric	GBES	Guidance Counselor	08/16/2019
Cooper-Maclin, Stefanie	HMS	Teacher	07/25/2019
Cooper, Nataha	HMS	Teacher	08/01/2019
Donaldson, Nekitrae*	PreK	Education Paraprofessional	08/05/2019
Gilcrease, Shakiriya	PreK	Program Assistant	08/01/2019
Gray, Jelani	GCHS	Teacher	07/25/2019
Hussein, Fredrick	CPA	Teacher	12/13/2018
Johnson, Kendal	HMS	Teacher	08/02/2019
Jones, Da'Sheona	HMS	Teacher	08/02/2019
Kelly, Kareem	GCHS	Teacher	07/25/2019
Lacivita, Sierra	CES	Teacher	08/21/2019
Marlowe, Maranda	CES	Education Paraprofessional	07/15/2019
Parker, Trenesia*	PreK	Education Paraprofessional	08/01/2019
Pinkston, Joseif	GCHS	Teacher	07/24/2019
Randolph, Jalia	PreK	HIPPY Program Assistant	07/17/2019
Raynak, Guy*	JASMS	Education Paraprofessional	08/01/2019
Robinson, Demetrice	HMS	Secretary	08/12/2019
Sailor, Jasmine	HMS	Teacher	08/02/2019
Sheals, Maurice	JASMS	Teacher	08/05/2019
Smith, Kaloma	GCHS	Teacher	07/16/2019
Sneed, Abigail	JASMS	Teacher	08/01/2019
Thomas, Brandon	JASMS	Teacher	07/24/2019
Walker, Ida	District	Director, Professional Learning	08/23/2019
Watson, Tiffany	GWM	Education Paraprofessional	08/01/2019

*Resigned to accept another position within the District

TRANSFERS

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Baker, Carcilia	ESE/Teacher	GWM/Teacher	08/05/2019
Davis, Courtney	HMS/Teacher	GCHS/Teacher	08/05/2019
Franklin, Onyx	JASMS/Teacher	WGMS/Teacher	08/05/2019
Gunn, Elizabeth	GCHS/SFS Worker	SSES/SFS Worker	08/08/2019
James, Felicia	CES/Secretary	CPA/Secretary	08/12/2019
Williams, Derrick	GCA/Teacher	HMS/Teacher	08/05/2019

Substitutes

<u>Teacher</u>	<u>SFS/Custodial</u>
Hutley, Terry	Leverson, Shirley
Moore, Rodney	Weston, Freddie

INSTRUCTIONAL ANNUAL CONTRACT

Joseph, Milca

Logan, June

Thomas, Keyuanna

NON-INSTRUCTIONAL

PERMANENT

Woods, Terell

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: August 27, 2019

TITLE OF AGENDA ITEMS: Contracts for Homeless Outreach Services-Title IX

DIVISION: Finance Department for Parent Services

PURPOSE AND SUMMARY OF ITEMS: Board approval is requested for contracts with DynaCom Planning and Management (DynaCom) and EFH Solutions, LLC to continue their contracted services for the Homeless Outreach Services of Title IX.

FUND SOURCE: Federal Program 4200 Fund

AMOUNT: \$40,000.00 total

PREPARED BY: Bonnie Wood

POSITION: Finance Director



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"

Mr. Roger P. Milton, Superintendent
Gadsden County School District
35 Martin Luther King, Jr. Blvd.
Quincy, Florida 32351

Dear Superintendent Milton:

This correspondence is to acknowledge that I am in support of DynaCom Planning and Management (DynaCom) and EFH Solutions, LLC to continue their contracted services for the Homeless Outreach Services-Title IX for the 2019-2020 school year. Mr. Gregory Downing, Executive Director of DynaCom and Mr. Eric Hinson of EFH Solutions served as the homeless specialists for the Gadsden County School District during the 2018-2019 school year.

Based upon District Policy "Exception to Competitive Bidding Requirements", Letter G, I feel that it is in the best interest of the District to award DynaCom and EFH Solutions, LLC the contracts for this ensuing year in lieu of re-soliciting proposals. These specialists provided outreach services and support to the Parent Services Office for the 2018-2019 school year. These are the only two bids for the Homeless Outreach Services-Title IX for the 2019-2020 school year. Therefore, I recommend that the services of DynaCom and EFH Solutions continue in order to provide support to the Parent Services Office to allow consistency and continuity with the services that are necessary and needed to support the county's homeless students and their families.

Should you have any questions, concerns and/or need additional information regarding this recommendation, please feel free to contact me. You may contact me at (850) 627-9651 (ext. 1295) or (850) 545-5597 or via email at johnsonv@gcpsmail.com.

Sincerely,

Vicki Muse Johnson
Parent Services Coordinator

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 32324
GREENSBORO, FL 32330

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

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

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: August 27, 2019

TITLE OF AGENDA ITEMS: DESF Contract for ESE Director/Student Services

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: Board approval is requested for the Letter Purchase Order for services to be provided by DES of Florida, LLC for ESE Director/Student Services.

FUND SOURCE: General Fund

AMOUNT: \$67,117.40

PREPARED BY: Bonnie Wood

POSITION: Finance Director



LETTER PURCHASE ORDER

This Letter Purchase Order (LPO) for services to be provided by DES of Florida, LLC (DESF/Seller) to Gadsden County School Board (GCSB/Buyer) is issued pursuant to the above-referenced General or Master Agreement between the Panhandle Area Educational Consortium and DESF. Buyer hereby authorizes Seller to perform the following described services:

1. **Scope of Work:** ESE Director/Student Services
2. **Seller Contact:** Roy F. DeCastro, Managing Partner
DES of Florida, LLC
P.O. Box 13935
Tallahassee, FL 32317-3935
P: 850/893-1315 * F: 888/219-7972 * Email: rdecastro@desfsolutions.com
3. **Buyer Contact:** Bonnie Wood, Director of Finance
Gadsden County School Board
35 Martin Luther King Jr. Blvd.
Quincy, FL 32351
P: 850/627-9651 * Email: woodb@gcpsmail.com
4. **LPO Term:** September 1, 2019 – June 30, 2020. This LPO may be terminated without cause by Buyer upon 30 days' written notice to Seller. Buyer shall be required to pay Seller for services rendered to the effective date of termination. During the term of this LPO, Buyer may terminate or discontinue the items covered in this LPO for lack of appropriated funds.
5. **LPO Cost:** The total cost of this LPO, excluding expenses, shall not exceed \$67,117.40. Invoices will be billed at a rate of \$6,711.74 per billable month. Without exception, the fees listed in this LPO shall be in effect throughout the term of this LPO. Any additional compensation Buyer may elect to pay Seller beyond the terms specified in this LPO shall be preapproved, in writing, by Buyer to Seller and will be billed at the same markup percentage used to determine the total cost of this LPO. No overtime will be required with this LPO. All expenses, including travel, will be reasonable, verifiable and documented and must be pre-approved by Buyer. Included in the total cost is Paid Time Off (PTO), as follows:
 - Paid Holidays to match Buyer's holiday schedule;
 - Vacation and Sick/Personal hours/days will follow Buyer's policy; and
 - Any unused PTO at the completion of this LPO will be considered "used, paid and all obligations fulfilled."
6. **Invoicing:** Invoices detailing the fees and expenses, including a reference to this LPO number, shall be submitted to the Buyer monthly. The normal terms of payment will be "Net 30 Days" from receipt of Seller's invoice.

PRIVATE/PROPRIETARY: MUST BE STORED IN LOCKED FILE WHEN NOT IN USE.
Contains Private and/or Proprietary Information. May not be used or disclosed outside DES of Florida, LLC except pursuant to written agreement.

"Providing Professional Staffing Solutions"

7. **Deliverables:** Deliverables shall be those items described in Item 1 of this LPO and shall be further defined on an ongoing basis throughout the term of this LPO. In addition, deliverables shall be due as requested by the Buyer or Buyer-designated representatives associated with the Scope of Work referenced by this LPO.
8. **Public Records:** Seller specifically acknowledges its obligation to comply with State of Florida public records laws that require Seller to keep and maintain public records that Buyer would ordinarily and necessarily require in order to perform the services under this LPO; provide public access to such records on the same terms and conditions that Buyer would provide such public records, at a cost that does not exceed that provided by law; ensure that public records that are exempt, or confidential and exempt, from public records are not disclosed, except as authorized by law for the duration of the contract term and following completion of the contract if Seller does not transfer the records to Buyer; comply with all requirements for retaining public records and transfer, at no cost to Buyer, all public records in Seller's possession upon termination of this LPO; and destroy any duplicate public records which are exempt, or confidential and exempt, from public records disclosure requirements in accordance with §119.0701, Fla. Stats. (2015). If Seller keeps and maintains public records upon completion of the LPO, Seller shall meet all applicable requirements for retaining public records. All records stored electronically will be provided to Buyer, upon request, in a format that is compatible with the information technology systems of Buyer.

IF SELLER HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE SELLER'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS LPO, SELLER SHOULD CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT Gadsden County Public Schools, Attn: Jane Butler, 35 Martin Luther King Jr. Boulevard, Quincy, Florida 32351, Phone: 850/627-9651, Email: butlerj@gcpsmail.com.

BUYER: Gadsden County School Board

By: _____
Authorized Signature

Name: **Roger P. Milton**
Title: Superintendent

Date: _____

SELLER: DES of Florida, LLC

By: _____
Authorized Signature

Name: **Roy F. DeCastro**
Title: Managing Partner

Date: 8/15/2019

By: _____
(Authorized Signature)

Name: **Steve Scott**
Title: Chairman

Date: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: August 27, 2019

TITLE OF AGENDA ITEM: Memorandum of Understanding between Tallahassee Community College and the School Board of Gadsden County

DIVISION: Secondary Education

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

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

The purpose of this agenda item is to request board approval of the Memorandum of Understanding between the School Board of Gadsden County and Tallahassee Community College increasing communication and strengthening collaboration to avoid duplication of courses of programs at Tallahassee Community College and Gadsden Technical Institute, and to provide a trained and skilled workforce prepared to meet the needs of area employers.

FUND SOURCE: NA

AMOUNT: NA

PREPARED BY: Sylvia R. Jackson, Ed.D.



POSITION: Area Director of Secondary Education/Adult, Career and Technical Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

___4___ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered ___3___

CHAIRMAN'S SIGNATURE: page(s) numbered ___3___

**MEMORANDUM OF UNDERSTANDING
BETWEEN
TALLAHASSEE COMMUNITY COLLEGE
AND
THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

This Memorandum of Understanding (“Agreement”) is entered into by and between The District Board of Trustees of Tallahassee Community College (hereinafter referred to as “TCC”), whose address is 444 Appleyard Drive, Tallahassee, FL 32304, and The School Board of Gadsden County, Florida for and on behalf of Gadsden Technical Institute (hereinafter referred to as “GTI”), whose address is 631 S. Stewart Street, Quincy, FL 32351.

Purpose:

- The purpose of this Agreement is to increase communication and strengthen collaboration, to avoid duplication of courses and programs at TCC and GTI, and to provide a trained and skilled workforce prepared to meet the needs of area employers.

Each Party Agrees to:

- Meet in May of each calendar year, prior to the start of the Fall school year, and exchange the following information:
 - (1) A list of current career and technical certification courses and programs offered in Gadsden County, Florida high schools, GTI, and TCC;
 - (2) A list of courses and programs under consideration for the upcoming school year, to include the targeted student population, and data that supports the need for the courses and/or programs in Gadsden County or other shared service areas;
 - (3) Share appropriate GTI student data in accordance with FERPA with TCC to ensure seamless matriculation and academic pathways.
 - (4) Create career and technical certification feeder options either through a direct or reverse articulation. Identify strategies that increase student pathways into career and technical certifications.
 - (5) Agree to explore, publicize and promote joint enrollment opportunities to students in Gadsden County; Moreover, to pursue as a priority implementation of Subsection (21) of Section 1007.271, F.S
- Work together to create career pathways that offer a seamless articulation for students completing courses and programs at Gadsden Technical Institute to TCC programs and courses. Develop strategic workforce articulation agreements that increase student matriculation into TCC.

Duplication of programs are to be avoided. In the event a duplicate program is being considered, the party in question shall notice the other institution in writing 6 (six) months in advance. Subsequently, should the party desire to proceed with the program, they are to provide a written justification to the other party. The justification shall be supported with area employer letters indicating current workforce needs or labor market data supporting growth in the occupation or sector. The data must reflect a programmatic need that surpasses the current output of the existing program. Other data metrics may be requested dependent on the course or program under consideration.

The party with the existing program reserves the right to expand their existing program to meet employer demand, if feasible.

- The parties agree to participate in quarterly meetings in each calendar year between the Vice President for Workforce Innovation at TCC and the Principal at Gadsden Technical Institute (and other stakeholders) to discuss areas of challenge, success and opportunity, along with the opportunities to collaborate, which includes, but is not limited to co-branded events such as Celebration of Career and Technical Education in conjunction with other regional institutions.
- Participate in an annual debriefing each calendar year which includes the Board Chair of each institution, the Superintendent of the Gadsden County School Board, and the President of TCC, along with the parties' designees, to review each party's performance under this Agreement, and to determine how the parties can improve this Agreement to strengthen collaboration, avoid duplication of courses and programs, and provide a trained and skilled workforce for area employers. Additionally, the Superintendent and President will meet at least quarterly each calendar year to review the parties' performance under this Agreement.

Modification:

- This Agreement replaces any existing Agreement between TCC and Gadsden Technical Institute and may only be modified by mutual written agreement.

Duration:

- This Agreement shall take effect upon approval and signatures of authorized officials. This Agreement may be amended by mutual written agreement at any time or terminated at any time by either party upon advanced 30-day written notice. This Agreement shall remain in effect unless terminated or amended.

THE DISTRICT BOARD OF TRUSTEES OF
TALLAHASSEE COMMUNITY COLLEGE

THE SCHOOL BOARD OF GADSDEN
COUNTY, FLORIDA

Karen Moore
Board Chair
Date Signed: _____

Steve Scott
Board Chair
Date Signed: _____

Dr. Jim Murdaugh
President
Date Signed: _____

Roger Milton
Superintendent
Date Signed: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: August 27, 2019

TITLE OF AGENDA ITEM: Contracted Services between the Gadsden County Public Schools and Linda Sarvis, LCSW

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

The purpose of this contract is to provide additional Mental Health Counseling and Clinical Services to students with behavioral, Emotional and/or academic problems in Gadsden County School

SOURCE: **FEFP (Mental Health Allocation)**

AMOUNT: **\$20,000.00 (not to exceed)**

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

POSITION: **Director of Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 5

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

PROOF READ BY: *Paul R. Francis*

GENERAL SERVICE AGREEMENT

THIS GENERAL SERVICE AGREEMENT (the "Agreement") dated this first day August, 2019

BETWEEN:

Gadsden County School Board of 35 Martin Luther King Blvd.,
Quincy, Fl. 32351 (the "Client")

-AND-

Linda Sarvis, LCSW of 21 North Love Street, Quincy, Fl. 32351
Quincy, Fl 32351 (the "Contractor")

BACKGROUND

- A. The Client is of the opinion that the Contractor has the necessary qualifications, experience and abilities to provide services to the Client.
- B. The Contractor is agreeable to providing such services to the Client on the terms and conditions set out in this Agreement.

IN CONSIDERATION OF the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which consideration is hereby acknowledged, the Client and the Contractor (individually the Party and collectively the Parties to this Agreement) agree as follows:

SERVICES PROVIDED

1. The Client hereby agrees to engage the Contractor to provide the Client with services (the Services) consisting of:

The Contractor will provide the Client with mental health counseling for students, completion of Functional Behavior Assessments as needed, training for teachers and staff on mental health and maladaptive behavioral issues, coordinate the processing of mental health records and forms.

2. The services may include any other tasks which the Parties may agree on. The Contractor hereby agrees to provide such Services to the Client.

TERMS OF AGREEMENT

3. The term of this Agreement (the Term) will begin will begin on the date of this Agreement and will remain in full force and effect until May 31, 2020, subject to

earlier termination as provided in this Agreement. The term of this Agreement may be extended by mutual written agreement of the Parties.

4. In the event that either party wishes to terminate this Agreement prior to May 31, 2020, that Party will be required to provide at least 10 days' notice to the other Party.

PERFORMANCE

5. The Parties agree to do everything to ensure that the terms of this Agreement take effect.

COMPENSATION

6. For the services rendered by the Contractor as required by this Agreement, the Client will provide compensation (the Compensation) to the Contractor as follows:

Services will be rendered during two school day a week at a Gadsden County School according to the need. Payment for services will be \$250.00 for each school day worked. An invoice will be submitted from the Contractor and will be paid monthly by the Client.

REIMBURSEMENT OF EXPENSES

7. The Contractor will not be reimbursed for expenses incurred by the Contractor in connection with providing the Services of this Agreement.

ADDITIONAL RESOURCES

8. The Client agrees to provide the Contractor office space suitable for confidential counseling and access to to students and student records. Also the Client will provide parental permission forms for students to take home.

CONFIDENTIALITY

9. The Contractor agrees that it will not disclose, divulge, reveal, report or use, for any purpose Confidential Information which the Contractor has obtained, except as authorized by the Client. This obligation will survive the expiration or termination of this Agreement and will continue indefinitely.
10. All written and oral information and materials disclosed or provided by the Client to the Contractor under this Agreement is Confidential Information regardless of whether it was provided before or after the date of this Agreement.

RETURN OF PROPERTY

11. Upon the expiration or termination of this Agreement, the Contractor will return to the Client any property, documentation, records, or Confidential Information which is the property of the Client.

CAPACITY/INDEPENDENT CONTRACTOR

12. In providing the Services under this Agreement it is expressly agreed that the Contractor is acting as an independent contractor and not as an employee. The Contractor and the Client acknowledge that this Agreement does not create a partnership or joint venture between them, and is exclusively a contract for service.

NOTICE

13. All notices, requests or other communication required or permitted by the terms of this Agreement will be given in writing and delivered to the Parties of this Agreement as follows:
 - a. Gadsden County School Board
35 Martin Luther King Blvd, Quincy, Fl. 32351
 - b. Linda Sarvis, LCSW
21 North Love St., Quincy, Fl. 32351

INDEMNIFICATION

14. Except to the extent paid in settlement from any applicable insurance policies, and to the extent permitted by applicable law, each Party agrees to indemnify and hold harmless the other Party against any and all claims, losses, damages, liabilities, penalties, punitive damages, expenses, and costs of any kind which result from or arise out of any act or omission of the indemnifying party that occurs in connection with this Agreement. This indemnification will survive the termination of this Agreement.

INSURANCE

15. The Contractor will be required to maintain general liability insurance including coverage for bodily injury and property damage at a level that would be considered reasonable in the industry of the Contractor.

LEGAL EXPENSES

16. In the event that legal action is brought to enforce or interpret any term of this Agreement, the prevailing Party will be entitled to recover, in addition

to any other damages or award, all reasonable legal costs associated with the action.

MODIFICATION OF AGREEMENT

17. Any amendment or modification of this Agreement or additional obligation assumed by either Party in connection with this Agreement will only be binding if evidenced in writing signed by each Party.

TIME OF THE ESSENCE

18. Time is of the essence in this Agreement. No extension or variation of this Agreement will operate as a waiver of this provision.

ASSIGNMENT

19. The Contractor will not voluntarily, or by operation of law, assign or otherwise transfer its obligations under this Agreement without the prior written consent of the Client.

ENTIRE AGREEMENT

20. It is agreed that there is no representation, warranty, collateral agreement or condition affecting this Agreement except as expressly provided in this Agreement.

ENUREMENT

21. This Agreement will enure to the benefit of and be binding on the Parties and their respective heirs, executors, administrators, successors and permitted assigns.

GOVERNING LAW

22. It is the intention of the Parties to this Agreement that this Agreement and the performance under this Agreement be construed in accordance with and governed by the laws of Florida without regard to the jurisdiction in which any action or special proceeding may be instituted.

SEVERABILITY

23. In the event that any of the provisions of this Agreement are held to be invalid and unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

WAIVER

24. The waiver by either Party of a breach, default, delay or omission of any of the provisions of this Agreement by the other Party will not be construed as a waiver of any subsequent breach of the same or other provisions.

IN WITNESS WHEREOF the Parties have duly affixed their signatures under hand and seal on this day of _____.

Gadsden County School Board

Per _____

Linda Sarvis LCSW

Per _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7e

DATE OF SCHOOL BOARD MEETING: August 27, 2019

TITLE OF AGENDA ITEM: Contracted Services between Advanced Medical Personnel Services, Inc. and Gadsden County School Board

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

NO This is a CONTINUATION of a current project, grant, etc.

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

This is an Annual Contractual Agreement that will provide Mental Health Services (including, but not limited to counseling, assessments, evaluations, consulting, collaboration, intervention services, and support to families, school staff and administrators).

SOURCE: **Mental Health Plan**

AMOUNT: \$61.00 per hour

PREPARED BY: **Sharon B. Thomas** *[Signature]*

POSITION: **Director of Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 8

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be uplicated on light blue paper.

PROOF READ BY: *Kyle R. Francis*



Supplemental Staffing Agreement

This Supplemental Staffing Agreement ("Agreement") is entered into as of the 10th day of July, 2019 ("Effective Date") between Advanced Medical Personnel Services, Inc. (d/b/a, Advanced Travel Therapy, Advanced Travel Nursing, Advanced School Staffing, Advanced Teletherapy), a Florida corporation (hereinafter "Advanced") and Gadsden County School District (hereinafter "District").

WHEREAS, District provides or arranges for the provision of healthcare and educational services to students and employees;

WHEREAS, Advanced employs healthcare professionals ("HCP" or "HCPs") to provide healthcare and educational services (the "Services") on an independent contract basis to healthcare providers;

WHEREAS, District desires Services at its facilities and Advanced desires to provide the Services in accordance with the terms of this Agreement; and

WHEREAS, it is contemplated by and between the Parties that this Agreement will set forth the basic understanding of the Parties, and that the Parties will be able to add additional Addenda to this Agreement in the future by written agreement between the Parties.

NOW, THEREFORE, in consideration of the mutual covenants and promises set forth herein, and other good and valuable consideration, it is mutually covenanted and agreed by and between the parties hereto as follows:

A. Engagement:

1. District hereby retains and engages Advanced to provide the Services to District at its facilities ("Facilities").

B. Obligations of Advanced:

1. Advanced shall provide HCPs determined to meet minimum requirements and qualifications ("Job Qualifications") of job vacancy requisitions ("Requisitions") on an as-available, as-needed basis to District. Advanced will make available to District qualified staff, including, but not limited to, Speech Language Pathologists, Occupational Therapists, Physical Therapists, Behavioral Specialists, Assistant Therapists (PTA/COTA) and School Psychologists ("Therapist") to provide supplemental healthcare support and



education services (“Services”) to Partner students (“Students”) with identified or suspected educational or disability special needs.

2. Each HCP assigned to District will possess: (a) experience and qualifications at least equivalent to the Job Qualifications; (b) current BLS certification and other certifications as required; (c) valid professional license in state of practice, as applicable; (d) current physical examination, including proof of Hepatitis B vaccination or declination, and PPD or negative Chest X-Ray; (e) criminal background check; (f) drug testing. Advanced will provide the above documentation to District during the Quality Assurance process, in addition to other specific requirements as identified by the District.

3. HCPs reporting to a local contract or travel assignment (“Assignment”) for the first time shall report to District’s Human Resources Department, or Special Education Department, and provide a picture ID evidencing their identity.

4. HCPs accepted by District for Assignment will be employed by Advanced and Advanced will have sole and exclusive responsibility for the payment of wages and applicable payroll taxes for Services performed.

5. All HCPs will be W-2 employees of Advanced, and Advanced will be solely responsible for payroll, benefits, insurance and all employer-employee matters

6. Advanced shall provide professional liability insurance in limits of not less than \$2,000,000 per occurrence and \$4,000,000 in aggregate, and worker’s compensation insurance as required by state law. Additionally, Advanced will carry general liability in the amount of \$1,000,000 per occurrence and \$3,000,000 in aggregate.

7. Advanced will not use sub-contractors to fulfill placement of HCPs with District.

8. Advanced will comply with all applicable federal and state laws and regulations regarding the confidential and secure treatment of Personally Identifiable Information (PII) and Personal Health Information (PHI). Compliance includes, but is not limited to: HIPPA; FERPA; PPRA; COPPA; IDEA.

9. Prior to providing Services, each HCP shall receive orientation to Advanced policies and procedures, safety, infection control, rights of patients and cultural diversity and sensitivity.

10. Advanced shall assign an Account Manager to act as the primary contact between Advanced and District. The Account Manager will engage with unit managers to understand screening requirement, perform interview scheduling and other relationship management tasks required to ensure a high level of performance.



11. HCPs are required to report to Advanced any occurrence or incident outside routine events that have caused or might cause injury or loss to a patient, employee or visitor, or have resulted in damage to Advanced or District property. These types of incidents and all safety and health violations must be reported and are logged and reviewed pursuant to the Advanced incident reporting policy. Advanced will notify and, where appropriate, will work with District to mitigate the potential for incidents to reoccur. Incidents deemed “sentinel events” as defined by the Joint Commission (“JCAHO”) would be addressed pursuant to Joint Commission protocol.

C. Obligations of District:

1. District will provide Advanced with Requisitions defining the Job Qualifications of each vacancy District wishes to fill. District will be responsible to confirm through phone interview, and any other competency evaluation methods District chooses to employ, that HCP meets the Job Qualifications and is accepted for Assignment(s).

2. District shall endeavor to request HCPs for Assignment at least fourteen (14) days prior to Assignment commencement.

3. District will provide HCPs on Assignment with orientation to District policies, the relevant work setting and any program-specific policies and procedures.

4. District has the right to cancel an Assignment without penalty up to seven (7) days prior to Assignment commencement. District will pay Advanced an early cancellation fee equal to forty (40) hours at the regular hourly bill rate if an approved assignment is canceled less than seven (7) days of the start date.

5. District retains the right to reassign or dismiss any HCP for cause. Cause shall be defined as an HCP deemed in the professional judgment of District to be: (a) incapable of performing the duties and responsibilities of the position; (b) excessively absent; (c) insubordinate; (d) found to be engaging in substance abuse; (e) engaging in unprofessional conduct or neglect of duty; (f) in violation of District rules, regulations or policies; (g) debarred from providing services under any regulation or state or federal program. District shall immediately notify Advanced of its intent to dismiss or reassign an HCP for cause and provide written notice outlining the circumstance leading to the action. In the event District dismisses an HCP for cause, District shall be obligated to pay Advanced only for hours worked by the HCP prior to dismissal. Advanced will use its best efforts to provide a replacement HCP, should District desire a replacement, within two (2) weeks of notification.

6. District shall complete and execute a Facility Assignment Confirmation form (“Confirmation Form”) for each HCP accepted by District for an Assignment. Confirmation Form shall reference the incorporation of the terms of this Agreement, including the name of each accepted HCP, start and end date of Assignment, unit, shift, guaranteed hours per work week, billing rate(s) to District and authorization of any additional



costs, fees or compensation above those listed in the Fee Schedule attached hereto as Exhibit A. Confirmation Form may also include other requested services or terms to which Advanced and District agree.

7. District guarantees each Assignment a minimum number of regular work hours per workweek (the "Guaranteed Minimum Work Hours"). District agrees to guarantee 32 hours per week. District guarantees each Assignment the Guaranteed Minimum Work Hours whether or not HCP is actually utilized by District for said period. District will compensate Advanced for each Assignment at either the actual hours worked or the Guaranteed Minimum Work Hours, whichever is greater. District shall have the ability to call off the HCP twice per contracted assignment.

8. Should District wish to dismiss a HCP for reasons other than cause, such as a change in student population or other reasons not related to performance, District agrees to provide thirty (30) day notice to Advanced. If District does not provide thirty (30) day notice, District agrees to pay Advanced thirty (30) days of the Guaranteed Minimum Work Hours at the Assignment regular bill rate.

9. Flipping. A HCP submitted to District for acceptance may not be contracted through another agency, or hired directly by District, if the Advanced was first to submit the HCP for review. Furthermore, a parent, subsidiary, successor, assignee or partner of District, or any customer of District, may not utilize the services of HCP, unless it is through agreement with Advanced (either this Agreement or another substantially similar agreement), or as further provided hereunder.

10. District agrees not to engage, solicit, entice or attempt to hire (other than by or through this Agreement) any HCP until one (1) year after the start date of the HCP's first Assignment. If District wishes to hire a HCP within the one (1) year blackout period, District agrees to pay the applicable conversion fee as defined in Exhibit A attached hereto.

11. District will comply with all applicable federal and state laws and regulations regarding the confidential and secure treatment of Personally Identifiable Information (PII) and Personal Health Information (PHI). Compliance includes, but is not limited to: HIPPA; FERPA; PPR; COPPA; IDEA.

12. District agrees to designate a member of its staff who will act as a coordinator for HCPs and will ensure HCPs are oriented to all applicable policies and procedures, code of conduct and safety requirements. District also agrees to provide an orientation period adequate for the specialty and competency for each Assignment, which will be considered part of the Guaranteed Minimum Work Hours.

13. District shall only float or re-assign HCP to a unit or setting other than the unit or setting HCP was originally assigned to, if HCP is determined qualified and competent to work in the alternate unit or setting. District agrees to provide HCP with orientation to the new unit or setting appropriate to the HCP's qualifications and experience. District agrees to notify Advanced in writing if HCP is to be



permanently re-assigned to a unit or setting other than the unit or setting HCP was originally assigned to.

14. District agrees at all times to provide HCP a safe and suitable work environment which complies with all applicable federal, state, HIPAA and local workplace rules and regulations.

15. District will notify Advanced immediately in the event District becomes aware of any work-related injury to HCP, occupational exposure, safety hazard event, or "sentinel event" involving an HCP. At the request of Advanced, District will cooperate with administration of treatment/care, and/or incident investigation and reporting. District shall provide written documentation to Advanced.

16. **Exclusivity.** Until such time, if any, that this Agreement is terminated pursuant to the terms of this Agreement, District grants Advanced the exclusive right to provide Therapy services to Partner, and its affiliates and subsidiaries, upon the terms as set forth in this Agreement.

D. Compensation:

1. Advanced shall invoice District weekly according to the Fee Schedule, plus all applicable state and local taxes. Payment for invoices shall be due no later than thirty (30) days from the invoice date (Net30). A finance charge of one and one-half percent (1.5 %) per month shall be added to balances outstanding for thirty (30) days or more.

2. District agrees to pay all reasonable attorney's fees and other costs and expenses that may be incurred by Advanced to collect amounts past due for performance of Services or to enforce any other obligation under this Agreement.

E. Term and Termination:

1. The term of this Agreement shall commence on the Effective Date, and shall continue for a period of one (1) year, subject to earlier termination of this Agreement as provided for herein. Thereafter, this agreement shall renew automatically for additional one (1) year periods, unless either party notifies the other party in writing of its intent not to renew at least sixty (60) days prior to automatic renewal.

2. Either party may terminate this Agreement without cause upon notice of no less than sixty (60) days. Notice shall be in writing and sent via certified mail.

3. Termination of this Agreement for any reason whatsoever shall not affect an approved Assignment hereunder. Notwithstanding the termination of this Agreement, any HCP who has started an Assignment or is confirmed to begin an Assignment shall complete such Assignment with District through the Initial



Contract Period, or such applicable longer period, and District shall continue to compensate for the services of HCP according to the terms of this Agreement.

F. Miscellaneous:

1. Neither party shall have the right to assign this Agreement or any of the rights or obligations under this Agreement without the prior written consent of the other party hereto.

2. The terms, covenants, conditions, provisions and agreements herein contained shall be binding on, and inure to the benefit of the parties hereto, their successors and permitted assignees.

3. The Agreement shall be subject to and governed by the laws of the State of Florida. The venue for any legal action or proceeding will be Volusia County, Florida.

4. In performing the services herein specified, both Advanced and each HCP is acting as an independent contractor, and shall not be considered an employee of District. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the parties hereto, and nothing herein contained shall be construed to authorize either party to act as agent for the other. Advanced and each HCP shall be responsible for their own debts, obligations, acts and omissions, including the payment of all withholding, social security and other taxes and benefits. As an independent contractor, Advanced and/or each HCP is responsible for filing such tax returns as may be required by law or regulations.

5. Neither party to this Agreement will make any commitments nor incur any charges or expenses for, or in the name of, the other party, nor be considered the agent, partner, joint venture, employer, fiduciary or employee of the other party. The provisions set forth in this Section shall survive expiration or other termination of this Agreement, regardless of the cause of such termination.

6. Each party ("Indemnifying Party") shall indemnify, defend and hold harmless the other party and such other party's officers, directors, employees, agents and contractors (the "Indemnified Parties") from and against any and all liability, claims, losses, costs, judgments, penalties, fines, damages and expenses directly arising from the negligent acts or omissions of the Indemnifying Party, its officers, directors, agents, employees or contractors.

7. In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, as well as state and local laws regulations, the parties hereto will not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age disability, sexual orientation or military service.



8. Advanced strictly follows all state wage & hour laws, include mandatory meal and rest breaks. District agrees that all state wage & hour laws are applicable and will be enforced for Advanced employees on assignment.

9. This Agreement may not be changed or modified except by written agreement executed by both parties. Notices shall be hand delivered by courier service or mailed by registered or certified mail, return receipt requested, addressed to:

Advanced:

ADVANCED MEDICAL PERSONNEL SERVICES, INC

5535 S. Williamson Blvd., Suite 774

Port Orange, FL 32128

Attn: General Counsel

District:

Gadsden County School District

10. Either party's failure to enforce, or the delay by either party in enforcing, any of the provisions, rights or remedies hereunder shall not constitute a continuous waiver or modification of such provision, right or remedy, or a waiver or modification of any other provision, right or remedy hereunder.

11. The headings contained here are for convenience reference only and shall not modify, define, limit or expand the expressed provisions of this Agreement.

12. In connection with the execution of this Agreement, the parties hereto agree that all matters relating to this Agreement are strictly confidential and that no such party shall disclose or disseminate any information concerning any term or terms of this Agreement to any third person or persons, except as set forth herein. Any such disclosure or dissemination shall be regarded as a breach of this Agreement and cause of action shall immediately accrue for damages. Disclosures made to legal and financial advisors to the extend reasonably necessary to obtain their counsel in connection with this Agreement, as long as those third parties agree to be bound by the confidentiality obligations contained herein, shall be permitted.

13. Advanced agrees to make available to the Secretary of Health and Human Services, the Comptroller General of the Government Accounting Office, District and each of their representatives, all contracts, books, documents and records that are necessary to certify the nature and extent of costs hereunder for a period of four (4) years after furnishing of services pursuant to this Agreement in the event compensation to Advanced exceeds \$10,000 per year.

14. This Agreement contains the entire Agreement between the parties hereto, and no representations or agreements, oral or otherwise, between the parties not embodied herein or attached hereto shall be of any force or effect. Any additions or amendments to this Agreement subsequent hereto shall be of no force



or effect unless in writing and signed by the parties hereto. This Agreement may be executed in counterparts, each of which shall be deemed and original and all of which shall constitute a single agreement.

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

Advanced Medical Personnel Services, Inc.

Gadsden County School District

Signed:

Signed:

Name:

Name:

Seth Mukai

Title:

Title:

Director of Schools

Date:

Date:

ADDENDUM TO CONTRACT

- Advanced does not utilize sub-contractors for any services or staffing purposes.
- Advanced requires an annual skills checklist to be completed by all clinicians for assessment purposes. If a competency exam is required, it will be provided by Advanced.
- Re-assignment of staff to different facilities or assignments requires notification so that Advanced can ensure the clinician is appropriately credentialed and suited for the new placement.
- Incidents, complaints, errors and sentinel events must be communicated with Advanced (Director of Operations) within 24 hours of the occurrence. All reported issues will be investigated immediately and thoroughly by Advanced. Resolution information will be documented appropriately, and disseminated to all required persons.
- Clinicians placed on assignment will require full orientation of the facility, by facility staff, prior to treating patients.
- Any District, facility or employee that has a concern about the quality and safety of patient care provided by Advanced Medical, which has not been addressed by Advanced Medical's management, is encouraged to contact the Joint Commission at www.jointcommission.org or by calling the Office of Quality Monitoring at 630.792.5636.

Advanced Medical Personnel Services, Inc.
5535 S. Williamson Blvd, Suite 774, Port Orange, FL 32128
Phone 888-756-0605 ~ Fax 866.426.2811 www.GoWithAdvanced.com

EXHIBIT A

1. Billing Rates & Terms

REGULAR BILL RATES

Classification	Regular Rate Range
Speech Language Pathologist (SLP)	\$65-\$70 p/hr
Occupational Therapist (OT)	\$65-\$70 p/hr
Physical Therapist (PT)	\$65-\$70 p/hr
Speech Language Pathologist Assistant (SLPA)	\$60 p/hr
Certified Occupational Therapy Assistant (COTA)	\$60 p/hr
Physical Therapy Assistant (PTA)	\$60 p/hr
Clinical Fellow District Supervision (CF)	\$70 p/hr
School Psychologist (LSSP)	\$75-\$80 p/hr
Board Certified Behavioral Analyst (BCBA)	\$80-\$85 p/hr

OVERTIME THRESHOLDS

8 Hr. Shift	Billing Rate
1 – 8 hrs.	Regular

12 Hr. Shift	Billing Rate
1 – 12 hrs.	Regular

Weekly Hours Worked (8, 10, 12 hr shifts)	Billing Rate
1 – 40 hrs.	Regular
40+ hrs.	Overtime ¹

Rate Range Definition

Company will present all HCP candidates with a predetermined rate, hours/schedule and cancellation notice timeframe that is tailored to District's request. Rates are all-inclusive and will cover housing, health insurance, workers compensation, general and professional liability, payroll taxes and travel expenses to and from the job assignment location. Typical contracts are 13 weeks in length and range from 32 to 40 hours per week. Hours and contract length may be pre-negotiated based on your individual facility needs.

1. Overtime, holidays and call-back hours are billed at 1.5 x the applicable Regular Rate.
2. Holidays are defined as New Year's Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving Day, Christmas Day, and all other holidays regularly observed by District.

Conversion Fees

An HCP accepted by District for a job assignment and hired to work staff for District within the following periods will incur a conversion fee.

Classification	After Year 1	After Year 2
Physical Therapist, Occupational Therapist, Speech Language Pathologist, Physical Therapy Assistant (PTA), Certified Occupational Therapy Assistant (COTA), School Psychologist, Board Certified Behavioral Analyst	15% of annualized Salary	10% of annualized Salary

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

Advanced Medical Personnel Services, Inc.

Gadsden County School District

Sign _____

Sign _____

Name **Seth Mukai** _____

Name _____

Title **Director of Schools** _____

Title _____

Date _____

Date _____



Staffing Confirmation Agreement

This agreement is entered into on by and between **Advanced Medical Personnel Services (Advanced)** and **Gadsden County School District (Client)**.

Facility agrees to the following:

Traveler's Name	<u>Alondrea Williams, SP</u>	Cancellation Notice	<u>30 days</u>
Assignment Dates	<u>08/01/2019 to 06/30/2020</u>	Bill Rate	<u>\$61.00</u>
Number of Weeks	<u>43.00 weeks</u>		
Approved Days	<u>27 Days - school holidays</u>		
Work Cycle	<u>40.00 Hours Per Week</u>		
Guaranteed Hours	<u>No</u>	Weekly Schedule	<u>Weekly</u>

All time over 40 hours per week will be billed at the Weekly Overtime Rate shown above.

Please complete the following information:

Facility Name	<u>Gadsden County School District</u>
Facility Address	<u>35 Martin Luther King, Jr. Blvd., Quincy, FL 32351</u>
Facility Phone	<u>850-627-9651</u>
Orientation Day	<u>8/12/2019</u>
Orientation Time	<u>8:00 AM</u>
Person to Report to	<u>Sharon B. Thomas</u>
Dress Code	<u>Professional</u>
Should Advanced provide nametag, or will the facility provide one?	<u>Both</u>
Billing Address	<u>35 Martin Luther King, Jr. Blvd., Quincy, FL 32351</u>
Billing Contact Name	<u>Lealer Francis</u>
Billing Contact Phone	<u>850-627-9651</u>
Can invoices be emailed? If so, to which email?	<u>lealerf@gcpsmail.com</u>

ADVANCED OBSERVED HOLIDAYS

Holiday billing applies to any of the following holidays worked from 12:00am until 11:59pm: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and for Christmas worked from 7:00pm Christmas Eve through 11:59pm Christmas Day.

ASSIGNMENT CANCELLATION POLICY

If the Client cancels an assignments less than seven (7) days prior to the Assignment start, as identified in the Client Confirmation Letter, Client will pay Advanced a minimum of forty (40) regular hours plus a maximum of \$1,500 for housing costs Advanced has or will incur for the cancelled Assignment.

TRAVEL ASSIGNMENT TERMINATION

Once a Healthcare Professional commences an assignment, Client can only terminate the assignment for "cause". "Cause" shall be defined as: (i) a Professional is determined by Client to be incapable of performing the duties of the position. (ii) A Professional fails to meet the qualifications of his/her Assignment. (iii) Professional fails to follow and adhere to the policies and procedures of Client. If Client terminates an Assignment for cause, it shall notify Advanced in writing within one (1) day setting forth the reasons for the termination. In the event Client terminates other than for cause as described above, Client shall be responsible for payment to Advanced for the minimum guaranteed hours stated in the Client Confirmation Letter, times the Rate for the remainder of the assignment that is improperly terminated by the Client.

Hours Guarantee supersedes productivity standards. Should caseload drop, client must agree to provide additional facilities and/or caseloads to meet Hours Guarantee/Productivity Standard.

TERMS

Advanced invoices Clients weekly; all invoices are payable Net 30, and will accrue finance charges after 30 days. If Client invoice payments are delinquent beyond 30 days, Advanced reserves the right to pull the Traveler without notice to Client. A finance charge of one and one half percent (1.5%) per month shall be added to balances outstanding for 30 days or more. Should unpaid invoices be forwarded to a collection agency, or law firm, for further collection activity, Client will be responsible for all associated fees and expenses.

Any invoice/payroll/timesheet discrepancy must be brought immediately to the attention of Advanced Medical Personnel Services via payroll@gowithadvanced.com. All invoices/payrolls/timesheets will be deemed true and correct after 45 days of submission and no changes will be accepted or considered.

Please sign and fax back to 386-944-7202 or you can scan and send it to: accountmanagement@gowithadvanced.com. If you have any questions or concerns, please contact Austin Addison at 800-330-7711.

	Gadsden County School District		Advanced Medical Personnel Services
Signature	<u>Sharon Thomas</u>	Signature	<u>Austin Addison</u>
Print Name	<u>Sharon Thomas</u>	Print Name	<u>Austin Addison</u>
Title	<u>ESE/SS Director</u>	Title	<u>Senior Account Manager</u>
Date	<u>8/8/19</u>	Date	<u>7/11/2019</u>
	GoWithAdvanced.com		
	800-330-7711		

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7f

DATE OF SCHOOL BOARD MEETING: August 27, 2019

TITLE OF AGENDA ITEM: Amendment/Renewal of FL DOE/Division of Vocational Rehabilitation Contract

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

The purpose of this Contract is to create and/or expand Work-Based Learning Experience (WBLE) for transition Students with Disabilities. WBLE is an instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect experiences while in school to real life work activities and future career opportunities, increasing their post-school outcomes. Students participating in WBLE develop appropriate work skills, behaviors, and work tolerance needed to plan for and achieve successful employment after high school.

SOURCE: FEFP Dollar

AMOUNT: \$33,306.41 (Not to exceed)

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 1 of 1 and 4 of 4

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

PROOF READ BY: *Niall R. Francis*

DISCLOSURE STATEMENT
State of Florida, Department of Education
Contract No.: 19-158

Contractor represents and warrants as a material inducement to the State of Florida, Department of Education ("Department"), to enter the above referenced Contract that:

1. To the best of Contractor's knowledge and belief neither Contractor, nor any officer, agent or employee of Contractor has now or ever has had any private business venture with the following individuals (hereinafter called "Agency Personnel"): Members of the State Board of Education, the Board of Governors, the Commissioner of Education, the Contract Manager named in the Contract, or the members of the Senior Management Service or Selected Exempt Service presently employed by Department or the State Board of Education; and

2. Neither Contractor, nor any officer, agent or employee of Contractor has given or offered to give money or anything else of value to any one or more of the Agency Personnel, or to any other person, in consideration for Contractor's selection as Contractor; and

3. Contractor knows of no fact or incidence of wrongdoing surrounding its selection as Contractor that, if disclosed to the Department would call into question Contractor's selection as Contractor or its fitness or ability to meet all of its legal and ethical obligations under the Contract.

Gadsden County School Board
Name of Contractor

Signature

(If Corporation, Partnership or D/B/A):

Title

35 Martin Luther King Jr. Blvd.

Quincy, Florida 32351
Address

(850) 627-9651/(850) 627-2760
Phone/ Fax

Sworn to and subscribed before me this ____ day of _____, _____, by _____, who is personally known to me or who produced _____ for identification.

Signature of Notary Public

Name of Notary Public

My Commission expires:

**STATE OF FLORIDA
DEPARTMENT OF EDUCATION
(NON-STATE TERM)**

NO. 19-158

Department of Education	Name of Contractor:
Division: Vocational Rehabilitation	<u>Gadsden County School Board</u>
Bureau: Vendor and Contracted Services	Address of principal place of business:
Section: Contracts Administrative Management Unit	<u>35 Martin Luther King Jr. Blvd.</u> <u>Quincy, Florida 32351</u>

This Contract ("Contract") is entered into as a contractual undertaking by and between the Florida Department of Education ("Department") and the above-named Contractor ("Contractor") as of the Effective Date concerning the project identified below ("Project").

I. Name of Project:

Work-Based Learning Experience (WBLE) for Transition Students with Disabilities

II. Brief Summary of Nature and Purpose of Project:

A. Background

The Florida Vocational Rehabilitation Program is operated by the Department of Education's Division of Vocational Rehabilitation (VR). All program activities are conducted in accordance with the regulations found in 34 C.F.R. Part 361 and Chapter 413, Part II, Florida Statutes. Passage of the Workforce Innovation and Opportunity Act (WIOA) established VR as the primary agency for preparing youth with disabilities for employment while the youth is still in high school, including being able to access services while pursuing postsecondary education. Services are provided statewide through a combination of in-house and privatized staff. VR and contracted providers work as partners in interdependent relationships to provide quality vocational rehabilitation services to persons with disabilities in Florida.

B. Purpose

The purpose of this Contract is to create and/or expand Work-Based Learning Experience (WBLE) for transition Students with Disabilities. WBLE is an instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect experiences while in school to real life work activities and future career opportunities, increasing their post-school outcomes. Students participating in WBLE develop appropriate work skills, behaviors, and work tolerance needed to plan for and achieve successful employment after high school. It is essential that direct employer or community involvement be a component of the WBLE to ensure student engagement. These opportunities are meant to engage and motivate students, while augmenting the learning process. In addition, WBLE requires students to actively participate and includes an evaluation of relevant acquired skills.

**STATE OF FLORIDA
DEPARTMENT OF EDUCATION
(NON-STATE TERM)**

Students with disabilities who receive Pre-Employment Transition Services (Pre-ETS) may participate in the WBLE. Students with disabilities are ages 14-21, are in school, and have a documented disability. They choose to receive only Pre-Employment Transition Services (Pre-ETS) without formally applying to VR, going through eligibility determination or developing an Individualized Plan for Employment (IPE). VR customers are students who wish to receive Pre-ETS and may require additional VR services and supports. They have applied and been found eligible for VR services. These students may be on a waiting list as a result of Order of Selection (OOS) if they received Pre-ETS prior to being placed on a waiting list.

III. Contract Documents:

The documents establishing and constituting the contractual relationship between the Department and the Contractor (referred to collectively as the "Contract") supersede all prior agreements and understandings, written or oral, regarding this Project and consist of the following:

- This Contract, including all of the following attachments, which are hereby incorporated by reference and made a part hereof, and which are identified as follows (reference additional attachments as appropriate):
 1. Attachment A: Detailed Description of Performance Duties;
 2. Attachment B: Payment Schedule;
 3. Attachment C: Standard Terms and Conditions;

In the event of a conflict between the Contract and any of the attachments, the order of priority in terms of the controlling provisions and documents are as follows: this Contract, Attachment A, Attachment B, Attachment C.

REMAINDER OF PAGE LEFT INTENTIONALLY BLANK

**STATE OF FLORIDA
DEPARTMENT OF EDUCATION
(NON-STATE TERM)**

IV. Project Management:

The Department and the Contractor designate their respective representatives, identified below ("Contract Manager"), for coordination, communication, and management of the Project.

For the Department:

For the Contractor:

Cacetha Sims
(Name)

Sharon Thomas
(Name)

Contract Manager
(Title)

Supervisor
(Title)

4070 Esplanade Way
2nd Floor
Tallahassee, Florida 32399-7016
(Mailing address)

35 Martin Luther King Jr. Blvd.
Quincy, Florida 32351
(Mailing address)

Telephone: (850) 245-3373
Fax: (850) 245-3362
Email: Cacetha.Sims@vr.fldoe.org
(Phone, fax and e-mail)

Telephone: (850) 627-9651
Fax: (850) 627-2760
Email: thomass@gcspmail.com
(Phone, fax and e-mail)

V. Effective Date:

This Contract shall be effective on the date upon which it is signed by both Department and Contractor, whichever is later.

VI. Expiration Date:

This Contract shall expire on July 31, 2020, unless cancelled earlier in accordance with its terms.

VII. Renewal:

Subject to the limitations set forth in Sections 287.057(13), and 287.058(1)(9), Florida Statutes, and Attachment C, Section I.F, this Contract is renewable at the option of the Department for a renewal period or periods with commencement and expiration dates as follows: August 1, 2020 through July 31, 2021; August 1, 2021 through July 31, 2022; August 1, 2022 through July 31, 2023.

The Department shall provide advance written notice of at least thirty (30) days of its decision to exercise its option. Renewals are contingent upon satisfactory performance evaluations by the Department, are subject to the availability of funds, and optional to the Department

VIII. Travel:

Contractor will will not be reimbursed for travel pursuant to Section 112.061, Florida Statutes.

**STATE OF FLORIDA
DEPARTMENT OF EDUCATION
(NON-STATE TERM)**

IX. Notice:

Notice given pursuant to the terms and conditions of this Contract shall be sufficient if given to the receiving party's Contract Manager either 1) in writing addressed to that Contract Manager by certified mail, return receipt requested, or 2) by hand delivery, 3) by facsimile, or 4) by email.

X. Approval and Execution:

The Department and the Contractor have caused this Contract to be executed by their undersigned officials, duly authorized.

Gadsden County School Board

DEPARTMENT OF EDUCATION

By: _____

By: _____

Printed Name: Roger Milton

Printed Name: Richard Corcoran

Title: Superintendent

Title: Commissioner

Date: _____

Date: _____

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT A
DETAILED DESCRIPTION OF PERFORMANCE DUTIES**

A. Overview and Purpose:

Engaging students with disabilities earlier allows for a seamless transition from high school to postsecondary education, training, or employment. Early referral, application, and the provision of work-based learning experiences allow VR staff the opportunity to establish effective counseling relationships and rapport with students, families and educators.

WBLEs can be paid or unpaid. As an evidence-based indicator for student success in postsecondary employment and independent living, paid WBLEs are the expectation of VR. Students shall receive assistance in developing appropriate work skills, attitudes, behaviors, and work tolerance needed to plan for and achieve successful employment after high school.

Types of WBLE activities include:

- Job Shadowing
- Career Mentorship
- Informational Interviews
- Paid and Non-Paid Internships and Work Experiences
- Volunteering and Service Learning
- Workplace tours/field trips

B. Definitions:

1. Career Mentorship – An arrangement in which a mentor teaches or provides career guidance and advice to a student with disabilities.
2. Community-Based Work Experiences (CBWEs) – WBLE were previously defined as CBWE for purposes of past agreements. CBWE remains coded in the VR system and will be used on any IPE and when authorizing for Pre-ETS described herein. This will allow for continuity in data collected in regard to this and prior contracts between VR and school districts.
3. Competitive Integrated Employment – Work that is performed on a full-time or part-time basis (including self-employment) for which the individual is compensated at a rate equal to or above minimum wage and not less than the customary rate paid to non-disabled employees, is eligible for the level of benefits provided to other employees, where the disabled employee interacts with non-disabled persons to the same extent as non-disabled employees, and, as appropriate, the disabled employee has opportunities for advancement similar to non-disabled employees.
4. Disability Documentation – Documentation that can be used to serve potentially eligible students Pre-ETS. This may be an IEP, Section 504 Plan, or other school documentation indicating an individual's status as a student with a disability.
5. Discovery – A time-intensive, comprehensive, person-centered assessment that determines where and when students perform at their best. Information is gathered through a series of interviews, activities, and observations. Interviews are conducted with the students, family, friends, teachers, neighbors, and others. The focus is on learning about the students' strengths, interests, talents, goals, and conditions for success. This information is assimilated and summarized into profiles that are useful in students' career planning and establishing employment goals.
6. Employment Specialist (ES) – The ES is a school district employee who provides WBLE that prepares students for and facilitates employment and/or reemployment. The ES is

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT A
DETAILED DESCRIPTION OF PERFORMANCE DUTIES**

- responsible for providing each student approved for Pre-ETS (with WBLE(s) by using interview/observation and assessment information about the student seeking the WBLE to target types of work experiences available from potential employers in the local labor market. The Contractor is responsible for hiring an employee who meets the VR requirements for an Employment Specialist, to ensure each ES has the required experience and skills to provide the WBLE services, supports, and deliverables.
7. Individual Educational Plan (IEP) – Plan which defines the individualized objectives of a student who has been determined to have a disability and requires special education services to reach his/her educational goals.
 8. Individualized Plan for Employment (IPE) – Plan for VR customers which identifies the chosen employment goal, services needed to obtain that goal, service providers, service payers, and the amount of financial participation, if any.
 9. Informational Interviews – Informal conversations with someone working in a career area/job that interests a student with a disability who will give that student with a disability information and advice. It is an effective research tool in addition to reading books, exploring the Internet and examining job descriptions. It is not a job interview, and the objective is not to find job openings.
 10. Job Shadowing – a popular on-the-job learning, career development, and leadership development intervention. Essentially, job shadowing involves working with another employee who might have a different job in hand, might have something to teach, or can help the person shadowing him or her to learn new aspects related to the job, organization, certain behaviors or competencies²
 11. One-Stop – Florida’s One-Stop Center network was established to bring workforce and welfare transition programs together under one physical or “virtual” roof to simplify and improve access for employers seeking qualified workers or training programs for their existing employees and job seekers. There are more than 100 One-Stop Centers across Florida managed at the local level by regional workforce boards. Some are full-service centers providing direct access to a comprehensive array of programs at a single location, while others are satellite facilities capable of providing referrals or electronic access.
 12. Order of Selection (OOS) – When VR does not have sufficient human or fiscal resources to serve all applicants who are determined eligible for services, federal regulations require that VR use an Order of Selection process. VR is required to prioritize services to people with the most significant disabilities first. Placement in a priority category provides a fair and orderly way to serve all applicants.
 13. Paid and Unpaid Internship - temporary positions with an emphasis on on-the-job training rather than merely employment, and it can be paid or unpaid. An internship is an opportunity to develop specific job related skills before you are qualified for an actual job. Students may or may not be paid.
 14. Paid and Unpaid Work Experience – general or vocational work experiences for the purpose of building basic workplace competence, gaining general workplace skills, or career preparation activities within a specific industry or career area. Experiences offer students the opportunity to explore careers and understand the nature of work through first-hand exposure to the workplace. Students may or may not be paid.

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT A
DETAILED DESCRIPTION OF PERFORMANCE DUTIES**

15. REBA – Rehabilitation Electronic Billing Application is a web-based application for service providers, contract managers, and School District point of contacts. The application provides a centralized portal for managing referrals, reports and invoices.
16. Section 504 Plan (504) – Plan that describes accommodations that the school will provide to support and provide equal access to the education of students with disabilities.
17. Service Learning – work-based learning activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.
18. Supported Employment (SE) – An employment model that provides services for individuals with the most significant disabilities who require ongoing support services to succeed in Competitive Integrated Employment. Intense job training is provided initially and then long-term supports are provided once the person has stabilized on the job.
19. Tier 1 Students – Students who require the fewest services and supports. Tier 1 services and supports are provided to all students with disabilities. Tier 1 services (time and focus) are based on the needs of the students. These students require less time than students in other tiers to make progress towards or achieve an IPE or WBLE goal or expected outcome. However, few services are required by the student and little support is needed from the Employment Specialist for success. Students in Tier 1 are likely to be more independent and self-directed.
20. Tier 2 Students – Students who require additional services and supports. Tier 2 services and supports are required by some students to improve their level and conditions of performance during their WBLE. The additional services and supports provided by the Employment Specialist are required by students to make progress towards or to achieve an IPE or WBLE goal or expected outcome. Students in Tier 2 are likely to require additional services or supports.
21. Tier 3 Students – Students who require the highest level of services and the most supports provided by the Employment Specialist to make progress towards or to achieve an IPE or WBLE goal or expected outcome. Students in Tier 3 would require ongoing services and supports. These students would require Supported Employment services.
22. Volunteering – when a person donates his/her time or efforts for a cause or organization without being paid. It may be a one-time only or an on-going commitment. It should directly or indirectly benefit people outside the family or household or else benefit a cause, even though the person volunteering normally benefits as well. Most volunteer sites are non-profit organizations.
23. VR Counselor – Provides vocational rehabilitation services to individuals with disabilities in order to prepare them for and facilitate their employment and/or reemployment. The VR Counselor interviews and evaluates applicants, and confers with medical and professional personnel to determine type and degree of disability, eligibility for service, and feasibility of vocational rehabilitation.
24. VR Youth Technician – Provides Pre-ETS to potentially eligible students who meet the WIOA definition of a student with a disability and have been referred through the Student Transition Activities Record (STAR) portal. The Youth Tech collects disability documentation, interviews the student and/or families to provide Pre-ETS and service provider choice.

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT A
DETAILED DESCRIPTION OF PERFORMANCE DUTIES**

25. Workplace Tours/Field Trips – A group excursion for the purpose of first-hand observation to specific work sites. Students learn about the business, meet employees, ask questions and observe work in progress.

C. Manner of Service(s) Provision:

1. *VR's Responsibilities*

- a) VR will designate a Program Administrator and Contract Manager to act for VR in all matters pertaining to this Contract.
- b) VR will coordinate the IEP and IPE with associated documentation and data collection.
- c) VR will provide a copy of the IPE and each IPE amendment for any student referred, if applicable.
- d) VR will maintain copies of all reports in the VR case record.
- e) VR will accept and approve deliverables, invoices, and authorizations for services where appropriate for all matters pertaining to this Contract.
- f) VR will provide the Contractor with all VR approved training, forms needed for invoicing, and reporting deliverables under this Contract.
- g) VR will cooperate on all matters requiring concurrence or approval so that the Contractor will not be delayed in performance of all terms and conditions of this Contract.

2. *Contractor Responsibilities*

- a) Contractor shall designate a representative to act for the Contractor in all matters pertaining to this Contract.
- b) Contractor shall provide the VR Staff with a copy of the student's current Individual Educational Plan (IEP), 504 Plan, or other disability documentation and each disability documentation thereafter while participating in a WBLE. The IEP will define the individualized objectives of a student who has been determined to have a disability and requires special education services to reach his/her educational goals. The 504 and IEP will include the support and accommodations needed for the student with a disability to access his/her education.
- c) Contractor shall work closely with the VR staff to develop the WBLE Plan and Agreement for each student.
- d) Contractor shall provide the services identified in the WBLE Plan and Agreement to assist each student in making progress towards or achieving their IPE and/or WBLE goal or expected outcome.
- e) Contractor shall submit monthly Student Progress Report (SPR)s for each student being served. This report will include the following information: Student name, tier, and work happening towards IPE and/or WBLE goals and/or

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT A
DETAILED DESCRIPTION OF PERFORMANCE DUTIES**

outcome. This report will be submitted through REBA and must be approved by VR staff prior to payment being processed.

- f) Contractor shall submit the WBLE Rating Form as required for each student at the completion of his/her WBLE. This shall be completed and signed by the Site Supervisor.
- g) Contractor shall submit the WBLE Final Report for each student at the end of each WBLE indicating each students' progress towards or achieving their IPE and/or WBLE goal or expected outcome.
- h) Contractor shall process and submit all WBLE Plans and Agreements, monthly SPRs, WBLE Rating Forms, Final Reports, and invoices, under this Contract using the Rehabilitation Electronic Billing Application (REBA), unless given written authorization by VR to use an alternative method of approval. Invoices must accompany all WBLE Plans and Agreements and Final Reports.
- i) Contractor shall make all requests for technical assistance in writing to the VR Contract Manager.

3. *Services Provided by the Contractor*

Work-Based Learning Experience (WBLE)

Students who participate in WBLE will have an array of services available to them to ensure they are making progress towards or achieving their IPE and/or WBLE goal or expected outcome and their individual needs are being met. Services include:

- Review Career/Interest assessment(s)
- Job Analysis
- Worksite development
- Employer Assistance
- WBLE Learning and Preparation Acts
- Job Placement
- Job Accommodations
- Job Coaching
- Job Retentions Services

Contractor and VR Staff will work collaboratively to determine the strengths, aptitudes and interests of each student receiving services under this Contract. The Contractor will identify WBLE(s), paid or unpaid, with the expectation of paid, where the student learns first-hand the necessary work skills, attitudes, and behaviors at an inclusive and integrated worksite.

The development and provision of work experience is as follows:

This is done by using assessment information for the student seeking a work experience to target the types of work experiences available from potential employers in the local labor market and includes:

- i. Contacting employers and building networks to develop and/or identify work experiences;

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT A
DETAILED DESCRIPTION OF PERFORMANCE DUTIES**

- ii. Assisting the student with identifying inclusive, integrated community based worksites and ensuring the student has transportation to worksite. If the student needs transportation, the Contractor shall arrange or provide;
- iii. Referring students to worksites for potential work experiences;
- iv. Providing students with work experiences, as appropriate;
- v. Ensuring the work site is an individual work experience and not part of an enclave or mobile work crew based upon the U.S. Department of Labor definitions as follows:
 - 1) Enclave is a small group of people with disabilities (generally 5-8) trained and supervised among employees who are not disabled at the host company's work site.
 - 2) Mobile Work Crew is a small crew of persons with disabilities (up to 6) working as a distinct unit and operates as a self-contained business that generates employment for their crew members by selling a service. The crew works at several locations within the community;
- vi. Conducting job analysis, to include, as appropriate:
 - 1) A systematic investigation of the discrete tasks, working conditions, and requisite knowledge, skills, and aptitudes needed to perform a job.
 - 2) Identifying the essential functions of a job. The essential job functions are those job duties that must be completed, with or without accommodation.
 - 3) Using job analysis to match individuals to positions that best meet their needs and the needs of an employer. A job analysis is also useful in identifying and developing potential accommodations needed for individuals with disabilities to perform certain tasks.
- vii. Conducting Discovery activities to include, as appropriate:
 - 1) Identifying an individual's skills, talents, contributions, and interests in multiple settings to determine where they are at their best and their ideal conditions for employment.
 - 2) Use of various activities to obtain this information, including meetings with families and others familiar with the individual, paid/unpaid work experiences, and observations of performance at home, school or in the community.
- viii. Connecting the student with the local One-Stop.

Job Retention

Contractor shall provide the student with Job Retention Support while working under a WBLE. These are ongoing job support services that are employment-related, and needed to promote retention in the worksite. Job Retention Support services may consist of:

- i. Routine follow-up with the employer and the student to promote WBLE success;
- ii. Support services to address issues such as a decrease in productivity of the student receiving services;
- iii. Providing worksite consultation to identify barriers to employment, when appropriate; and
- iv. Negotiating WBLE worksite accommodations.

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT A
DETAILED DESCRIPTION OF PERFORMANCE DUTIES**

Hands-On Learning

Contractor shall provide students with hands-on learning.

This is the use of structured intervention techniques to help the student learn to perform job tasks and develop the interpersonal skills necessary to be accepted as a worker at the job site. Hands-On instruction may consist of:

- i. One-on-one job duty instruction as a service to students who have a goal of Supported Employment. Students may require individual assistance in learning job tasks, often requiring an Employment Specialist who understands a specific learning style by which the student learns best and how to break tasks down into discrete steps to teach the necessary job tasks. Some students may initially require coaching for a particular job, but may not require coaching throughout their work life. Most would require ongoing supports through an identified service provider or other means.
- ii. Assisting a service provider with understanding all factors impacting the student's work experience and during a student's transition to Supported Employment services, including any specific training issues or concerns, co-worker and employer expectations, family concerns, mode of transportation, etc. This assures the transition to Supported Employment services goes smoothly and that the service provider has a complete understanding of the student's specific long-term needs.
- iii. Use structured intervention techniques including conducting situational assessments, possibly using Discovery to ensure the student is well-matched to a particular job that he or she desires and has the potential to learn; conducting job site and environmental analysis to further ensure the job is a good match for the student; developing and implementing task analysis, with prompting and building in self-management strategies, if needed to teach the discrete steps of the job and enhance the student's capacity to perform independently; to help the student learn to perform job tasks to the employer's specifications and to learn the interpersonal skills necessary to be successful in employment and within the community.

Based on the tier level, services should be provided for the student to receive the assistance they need to make progress towards or achieving their IPE and/or WBLE goal or expected outcomes. Guidelines are provided as to anticipate services and supports and time those services and supports may be required for students in each tier.

Tier	Anticipated Services/Support Per Tier	Required Support:
1	Career/Interest Assessments, Job Analysis, Worksite development, Pre-WBLE Preparation Activities, Job Placement, Accommodations (if necessary)	Occasionally
2	Career/Interest Assessments, Job Analysis, Worksite development, Pre-WBLE Preparation Activities, Job Placement, Accommodations (if necessary), Hands-On Learning	Regularly
3	Career/Interest Assessments, Job Analysis, Worksite development, Pre-WBLE Preparation Activities, Job Placement, Accommodations (if necessary), Hands-On Learning, and Job Retention	Ongoing

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT A
DETAILED DESCRIPTION OF PERFORMANCE DUTIES**

Internships and work exploration have time limits. Additional time is available for VR customers as they may require additional time to make progress towards or achieve their IPE and/or WBLE goal or expected outcomes.

For students receiving Pre-ETS, the following time limitations apply:

- Career Exploration – (limited to 5 hours/job) – a brief exposure to a variety of work settings and may include worksite field trips, job shadowing, or information interviews.
- Work-Related Training and Work Experience – (limited to 120 hours/job) – a period of work experience for the purpose of learning, practicing, or applying soft, social, or work readiness skills.

4. Deliverables & Associated Benchmark

Contract benchmarks, including associated tasks and performance standards, are described in Table 1 – *Deliverables*.

TABLE 1 – Benchmark		
<i>No.</i>	<i>Benchmark</i>	<i>Amount</i>
1.	• WBLE Plan and Agreement – Tier One	\$980
2.	• WBLE Final Report – Tier One	\$653
3.	• WBLE Plan and Agreement – Tier Two	\$1,960
4.	• WBLE Final Report – Tier Two	\$1,306
5.	• WBLE Plan and Agreement – Tier Three	\$3,920
6.	• WBLE Final Report – Tier Three	\$2,612

TABLE 2 - Minimum Service Levels	
1.	The Contractor will provide the services identified for each benchmark in order to receive payment.

5. Reporting

- a) Contractor shall provide a proof of completion for each benchmark no later than 30 days following the end of the month for which services were provided.
- b) Contractor shall provide all required documentation at the end of each month in the REBA system.

6. Monitoring

- a) VR may conduct periodic monitoring visits during the Contract period to verify Contractor compliance.

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT A
DETAILED DESCRIPTION OF PERFORMANCE DUTIES**

D. Method of Payment:

1. This is an open-ended, fixed rate Contract. VR will pay the Contractor a fixed rate for the accomplishment of benchmarks, as defined in Section C.4.
2. Each student is allowed no more than four (4) WBLE service referrals during the school year.

E. Financial Consequences:

If the Contractor fails to meet or comply with the activities and deliverables established in the Contract or make appropriate progress on activities and/or towards deliverables and they are not resolved within ten (10) days of notification, VR may terminate the Contract or refuse to pay an invoice until all work is properly completed.

F. Special Provision(s):

1. Applicable Laws
 - a) This Contract is governed by the following State and Federal regulations:

The Rehabilitation Act of 1973 as amended; Chapter 413 (Part II), Florida Statutes; and the Workforce Innovation and Opportunity Act. Other applicable regulations include 2 CFR Part 200, the Education Department of General Administrative Regulations (EDGAR), the VR State Plan and the State Program Regulations in the Code of Federal Regulations, Part 361.
2. Data Collection & Dissemination
 - a) VR will collect data through REBA on, at a minimum, services provided and payments made to the Contractor.
 - b) Data collected may be compiled into reports and shared with, at a minimum, the Contractor, VR staff, student participants, and other stakeholders.
3. VR reserves the right to suspend this Contract if, by way of routine monitoring or receipt of stakeholder complaint, VR suspects the Contractor has engaged in fraudulent activity.
4. Attachment C, Standard Terms and Conditions
 - a) Section III. is amended to include the following:

Invoicing

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT A
DETAILED DESCRIPTION OF PERFORMANCE DUTIES**

- i. Use of REBA website is a condition of this contract. This includes the electronic signing of documents through submission in the REBA system.
- ii. The Contractor shall submit a properly completed invoice on a monthly basis, including all supporting documentation, to the Contract Manager no later than thirty (30) days after the close of monthly business.
- iii. Payment will be made only for services listed on the invoice completed in accordance with the terms and conditions of this Contract. The Contract Manager may reject an invoice and/or request repayment for any service determined to be out of compliance.
- iv. Other documentation that may be requested by the Contract Manager.
- v. The Contractor shall retain documentation in an auditable format sufficient for proper pre and post audit requirements and at one location as they relate to each invoice submitted to VR and provide such documentation to VR upon request.

b) Section VIII. is not applicable to this Contract.

c) Section X. is amended to include the following:

The Contractor shall not use or disclose any information concerning a student participant for any purpose not in conformity with s. 413.341, Florida Statutes, and 34 C.F.R. § 361.38 without the express prior, written consent of the customer or the responsible parent or guardian.

d) Section XVIII. is not applicable to this Contract.

e) Section XL. is added as follows:

The Contractor shall report to VR and the Florida Abuse Hotline any reasonable suspicion of abuse, neglect, or exploitation of a child, aged person, or disabled adult. The Florida Abuse Hotline's statewide toll-free telephone number is 1-800-962-2873.

f) Section XLI. is added as follows:

The Contractor shall notify VR immediately if it is, or becomes a party to any contract with, a State of Florida Career Source Center.

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT B
PAYMENT TERMS AND SCHEDULE**

The Payment Terms and Schedule for the procurement contract awarded to Gadsden County School Board, Contract Number 19-158 are as follows:

I. An "X" beside the correct provision in this section signifies that the provision is applicable to the Contract into which this Attachment B is incorporated.

A. Place an "X" beside *either* 1 or 2:

1. The total payment shall be the amount entered in the space provided in Section II, below.

Or

2. The total payment shall be an amount not to exceed the amount entered in the space provided in Section II, below.

Or

Not applicable

B. Place an "X" beside *either* 1 or 2:

1. The total payment shall be paid as a single, lump sum payment upon the Contractor meeting the criteria for completion of the Contract.

Or

2. The total payment shall be paid as scheduled progress payments in accordance with Section III, below, which prescribes the amount of each payment, the specified Deliverable(s) that must be received and approved prior to each payment, and the projected payment date.

Or

Not applicable

C. If I.A.2. applies, place an "X" beside any of the following that apply:

1. The total payment includes amounts, which are set aside for specified activities as described in Section IV, below. Records shall be kept by the Contractor to account for amounts earned for each activity. In the event that the full amount set aside for any activity is not earned, the unearned amount shall revert to the Department and shall be reflected as an adjustment to the final payment.

2. Contract payments shall be based on a system of rates as prescribed in Section V, below, which shall account for all or a portion of the total contract payment also as prescribed in Section V, below.

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT B
PAYMENT TERMS AND SCHEDULE**

- II. As specified in Section I.A., the amount of the total payment, or the amount that the total payment shall not exceed is the following: **This is an open ended fixed rate Contract.**

- III. The schedule of progress payments, the Deliverable(s) required to be received and approved, and the projected payment dates are set forth below. The actual date of payment shall be governed by the receipt and approval of the Deliverable(s), not by the projected payment date which is included to assist in planning the Contract activities and managing the project.

Major Deliverable Price	Projected Date	Description of Deliverable(s):	Source Document Page
\$980	As completed by Contractor	<p>Tier One <u>WBLE Plan and Agreement</u> Prior to commencement of Work-Based Learning Experience, the Contractor shall work collaboratively with the Student and Employer to develop the WBLE Plan and Agreement. Contractor must show proof student meets the definition of Tier One.</p>	
\$653	As completed by Contractor	<p><u>WBLE Final Report</u> At the completion of the Work-Based Learning Experience, the Contractor shall submit the WBLE Final Report. The Report is an assessment of the student's experience during the WBLE. The Report must reflect at least 20 hours in service.</p>	
\$1,960	As completed by Contractor	<p>Tier Two <u>WBLE Plan and Agreement</u> Prior to commencement of Work-Based Learning Experience, the Contractor shall work collaboratively with the student and employer to develop the WBLE Plan and Agreement. Contractor must show proof student meets the definition of Tier Two.</p>	
\$1,306	As completed by Contractor	<p><u>WBLE Final Report</u> At the completion of the Work-Based Learning Experience, the Contractor shall submit the WBLE Final Report. The Report is an assessment of the student's experience during the WBLE. The Report must reflect between 21 – 40 hours in service.</p>	

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT B
PAYMENT TERMS AND SCHEDULE**

\$3,920	As completed by Contractor	<p>Tier Three <u>WBLE Plan and Agreement</u> Prior to commencement of Work-Based Learning Experience, the Contractor shall work collaboratively with the student and employer to develop the WBLE Plan and Agreement. Contractor must show proof student meets the definition of Tier Three.</p>
\$2,612	As completed by Contractor	<p><u>WBLE Final Report</u> At the completion of the Work-Based Learning Experience, the Contractor shall submit the WBLE Final Report. The Report is an assessment of the student's experience during the WBLE. The Report must reflect 41 or more hours in service.</p>

IV. The amounts included in the total payment which are set aside for specified activities in accordance with Section I.C.1, above, the specified activity to which each amount pertains, and the criteria under which the Contractor earns portions of the amount which is set aside are described below: **Not Applicable.**

- Amount Set Aside: \$
- Description of Activity:
- Criteria for Earning Portion of the Amount which is set aside:

V. The system of rates upon which contract payments are based is prescribed as follows: **Not Applicable.**

A. As applicable, the type of work or the professional designation of a worker to whom the rate applies, the dollar amount of the rate, and the time unit covered by the rate amount are set forth below:

- Dollar Amount: \$
- Per Time Unit:
- Type of Work or Professional Designation of a Worker:

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT B
PAYMENT TERMS AND SCHEDULE**

- B. As needed, further description or explanation of the information prescribed in Section V.A, above, such as but not limited to conditions precedent to the commencement of work, payment caps by category, or conditions under which the time unit or dollar amount may be adjusted are as follows:
- C. Each invoice which requests a payment based upon the system of rates:
- shall identify the pertinent dollar amount per time unit and the category of type of work, or professional designation of worker, in language which corresponds to subsection V.A, above;
 - shall specify the totals of the time units and amount of payment sought for each category of type of worker and for each worker, and,
 - shall be documented by time and performance records which are adequate for preaudit and postaudit.
- VI. For purchases pursuant to state term contracts, the total payment for completion of all requirements of the Contract which makes specific the Department's procurement under a State Term Contract awarded to the Contractor by the Department of Management Services reflects a savings to the Department in comparison to the total projected amount for the same work under the rates established in the State Term Contract No. 19-158, as explained below: **Not Applicable.**
- VII. Federal funds awarded through the Department by this Contract, if any: **None \$** .

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
STATEMENT OF WORK – ATTACHMENT C
STANDARD TERMS AND CONDITIONS**

Contract No. 19-158

- I. Pursuant to S. 287.058(1), Florida Statutes ("F.S.):
- A. Bills for fees or other compensation for services or expenses shall be submitted in detail sufficient for a proper preaudit and postaudit thereof.
 - B. Travel expenses will be reimbursed only if expressly authorized by the terms of the Contract. Bills for any travel expenses shall be submitted in accordance with s. 112.061, F.S.
 - C. The Department may unilaterally cancel this Contract if the Contractor refuses to allow access by members of the public to all documents, papers, letters and materials made or received in conjunction with the Contract that are subject to Chapter 119, F.S., and are not exempt from public inspection by s. 119.071, F.S., or by other provisions of general or special law.
 - D. The Deliverables specified in the Contract must be received and accepted in writing by the Department's Contract Manager before Contractor is entitled to payment.
 - E. To complete this Contract, all services must be performed and/or goods received on or before the date(s) specified in the Contract.
 - F. If this Contract is expressly renewable, it may be renewed for a period that may not exceed three years or the term of the original contract, whichever is longer. The renewal price for the contracted service is set forth in the bid, proposal, reply. Cost for renewal shall not be changed. Renewals shall be contingent on satisfactory performance evaluations by the Department and subject to the availability of funds. Exceptional purchase contracts pursuant to s. 287.057(3)(a) and (c), F.S., may not be renewed.
- II. In fulfilling its obligations under this Contract and Chapter 119, F.S., Contractor must comply with the requirements outlined in s. 119.0701, F.S. If Contractor fails to comply with a public records request pursuant to Chapter 119, F.S., the Department may take any action under this Contract necessary to ensure compliance with Florida's public records laws, including, but not limited to, demanding compliance with a public records request, seeking indemnification from Contractor regarding an action brought to enforce a public records request sent to Contractor, or terminating the Contract. Pursuant to s. 119.0701, F.S., Contractor must:
- A. Keep and maintain public records required by the Department to perform the service;
 - B. Upon request from the Department's custodian of public records, provide the Department with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, F.S., or as otherwise provided by law;
 - C. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Contract term and following completion of the Contract if the Contractor does not transfer the records to the Department; and
 - D. Upon completion of the Contract, transfer, at no cost, to the Department all public records in possession of the Contractor or keep and maintain public records required by the Department to perform the service. If the Contractor transfers all public records to the Department upon completion of the Contract, the Contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the Contractor keeps and maintains public records upon completion of the Contract, the Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the Department, upon request from the Department's custodian of public records, in a format that is compatible with the information technology systems of the Department.
- IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 850-245-0735 & contractcustodian@fldoe.org, Florida Department of Education, Attn: Contract Custodian 325 W. Gaines Street, Suite 344, Tallahassee, FL 32399-0400.**
- III. The Contractor shall prepare an invoice for the amount due and mail it to the Department of Education Comptroller after having delivered the products and services required under this Contract to the Contract Manager. The invoice shall set forth details sufficient for a proper pre-audit and post-audit including, where applicable, the products and services delivered and completion dates. Upon receipt of the invoice, the Department of Education Comptroller will request confirmation from the Contract Manager that the delivered products and services are satisfactory and payment is due. If for any reason they are not satisfactory, payment will be withheld until the unsatisfactory condition or conditions are corrected. Upon receipt of the Contract Manager's approval, the Department of Education Comptroller shall process each invoice in accordance with the provisions of s. 215.422, F.S.
- A. Contractor agrees to submit invoice within thirty (30) days of the Department's acceptance of deliverables. It is understood that should Contractor fail to submit invoice within thirty (30) days following the Department's acceptance of the deliverables, the Department shall not be responsible for payment thereof under this contract or quantum meruit.
- IV. Section 215.422, F.S., provides that agencies have five (5) working days to inspect and approve goods and services, unless bid specifications or the Contract specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within forty (40) days, measured from the latter of the date the invoice is received or the goods or services are received, inspected and approved, a separate interest penalty set by the Comptroller pursuant to s. 55.03, F.S., will be due and payable in addition to the invoice amount. To obtain the applicable interest rate, please contact the Department's Fiscal s. at 850/245-0401 or Purchasing Office at 850/245-0483. Payments to health care providers for hospitals, medical, or other health care services, shall be made not more than thirty-five (35) days from the date of eligibility for payment is determined, and the daily interest rate is .02740 percent. Invoices returned to a vendor due to preparation errors will result in a payment delay. Invoice payment requirements do not start until a properly completed invoice is provided to the agency. A Vendor Ombudsman, whose duties include acting as an advocate for vendors who may be experiencing problems in obtaining timely payment(s) from a State Agency, may be contacted at 866/352-3776 or by calling the Chief Financial Officer's Hotline, 800/342-2762.

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
STATEMENT OF WORK – ATTACHMENT C
STANDARD TERMS AND CONDITIONS**

- V. As used in this Contract, the term "Deliverable" refers to tangible "commodities", as defined in s. 287.012(5), F.S., which the Contractor provides pursuant to the Contract and to reports or other tangible or documentary evidence which demonstrate that the Contractor has performed the services required by the Contract. The following provisions govern Deliverables, as applicable:
- A. Each Deliverable must be physically delivered to the Department's Contract Manager, or to a person designated by the Contact Manager. If delivery is made to a designee, the Contractor shall give written notice to the Contract Manager of the delivery. A Deliverable is not received until the Contract Manager has physical control of deliveries or has written notice that the designee has physical control.
 - B. In each case in which the approval of a Deliverable is dependent upon tests being conducted by the Department or Contractor, independently or jointly, the Department's inspection and approval of the Deliverable shall not be subject to the five (5) day provision in s. 215.422, F.S., but shall be governed by the terms and conditions of the acceptance testing plan as stated in Attachment A, until approved in accordance with the plan.
 - C. In each case of a Deliverable of information technology, as defined at s. 287.012(14), F.S., unless specified otherwise in Attachment A, the acceptance testing plan is deemed to include as a minimum the reliable performance of the information technology in accordance with its design specifications in:
 - 1. a test environment that simulates the production environment as much as is reasonably possible; and
 - 2. the production environment for which it is intended for a period of time sufficient for the information technology to have experienced the major foreseeable exigencies of the production functions.
 - D. The Department's inspection, including testing when applicable, shall determine whether or not the Deliverables appear to be in compliance with the Contract. The Contractor shall be notified in writing of any apparent deficiency. The written notice shall detail the specific action required by the Contractor to correct the deficiency. The Contractor shall timely correct such deficiency and resubmit the deliverable for acceptance.
- VI. The Contractor represents and agrees that information submitted in support of its requests for payment is the basis of payment and is true and accurate to the best of knowledge of the responsible signatory. A violation of this provision shall subject the violator to the provisions of s. 68.082, F.S., pertaining to false claims against the State, and/or s. 837.06, F.S., pertaining to false official statements.
- VII. This paragraph applies if this Contract expires in a fiscal year subsequent to the fiscal year in which the Contract is entered. The State of Florida's fiscal year comprises July 1 through June 30. The Department's and State of Florida's performance and obligation to pay under this Contract is contingent upon an annual appropriation by the Legislature.
- VIII. Notwithstanding anything to the contrary contained in a State Term Contract, Contractor warrants that all commodities, as defined in s. 287.012, F.S., shall meet the specifications of the Contract and shall be merchantable and fit for the particular purposes intended by the Contract.
- IX. The Contractor further warrants that as to each Deliverable produced pursuant to this Contract, Contractor's production of the Deliverable, and the Department's use of the Deliverable, will not infringe on the copyrights of any third party. This provision applies to each work of authorship in which copyrights subsist pursuant to 17 U.S.C. Sections 102-105 and to each exclusive right established in 17 U.S.C. Section 106. In furtherance of this provision the Contractor additionally warrants that:
- A. As to each work of software or other "information technology", as defined in s. 287.012(15), F.S., in which copyrights subsist, the Contractor has acquired the rights by conveyance or license to any third party software or other information technology, which was used to produce the Deliverable;
 - B. As to each image and sound recording incorporated into a Deliverable, the Contractor has acquired the necessary rights, releases, and waivers from the person whose image or sound is included, or from the holder of the copyrights subsisting in the literary, musical, dramatic, pantomime, choreographic, pictorial, graphic, sculptural, motion pictures, audiovisual work or sound recording from which the included image or sound recording was taken.
- X. The Contractor further warrants that the Contractor shall not disclose to any third party, without the express, prior, written approval of the Department, any personally identifiable information about any student. This applies to information which came from any record or report of a Florida public education institution or from any education record which is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g. The terms "record a report" and "student" shall have the meanings prescribed in s. 1002.22(2)(c) and (d), F.S. The term "educational record" shall have the meaning prescribed in 20 U.S.C. Section 1232g(a)(4).
- XI. In the event that the Governor and Cabinet are required to impose a mandatory reserve on appropriations, the Department shall amend this Contract to place in reserve the amount determined by the Department of Education to be necessary because of the mandatory reserve. Such amendments may provide for adjustments in the Deliverable products and services as may be necessary.
- XII. Intellectual property is subject to following additional provisions:
- A. Anything by whatsoever designation it may be known, that is produced by, or developed in connection with, this Contract shall become the exclusive property of the of the State of Florida and may be copyrighted, patented, or otherwise restricted as provided by Florida or federal law. Neither the Contractor nor any individual employed under this Contract shall have any proprietary interest in the product.
 - B. With respect to each Deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the Department pursuant to s. 1006.39, F.S., on behalf the State of Florida.
 - C. In the event it is determined as a matter of law that any such work is not a "work for hire", Contractor shall immediately assign to the Department all copyrights subsisting therein for the consideration set forth in the Contract and with no additional compensation.
 - D. The foregoing shall not apply to any preexisting software, or other work of authorship used by Contractor, to create a Deliverable but which exists as a work independently of the Deliverable, unless the preexisting software or work was developed by Contractor pursuant to a previous Contract with the Department or a purchase by the Department under a State Term Contract.
 - E. The Department shall have full and complete ownership of all software developed pursuant to the Contract including without limitation:
 - 1. The written source code;
 - 2. The source code files;
 - 3. The executable code;
 - 4. The executable code files;
 - 5. The data dictionary;
 - 6. The data flow diagram;
 - 7. The work flow diagram;
 - 8. The entity relationship diagram; and

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
STATEMENT OF WORK – ATTACHMENT C
STANDARD TERMS AND CONDITIONS**

9. All other documentation needed to enable the Department to support, recreate, revise, repair, or otherwise make use of the software.

- XIII. The Department reserves the right, at its option, to issue a change order to delete work tasks reducing the total Contract amount by up to 10%. An addition of work tasks within the scope of the Contract, an increase in the total Contract amount, or a decrease of more than 10% of the total Contract amount, shall be implemented only by a Contract amendment signed by both the Department and the Contractor.
- XIV. Pursuant to s. 216.347, F.S., no funds awarded under this Contract may be used for the purpose of lobbying the Legislature, the judicial branch, or a State agency.
- XV. The Contractor understands that s. 20.055, F.S., requires every contractor and subcontractor to cooperate with the Department's Inspector General in any investigation, audit, inspection, review, or hearing; and the Contractor shall comply with this requirement. The Contractor shall grant access to all records pertaining to the Contract to the Department's Inspector General, General Counsel and other agency representatives, the State Auditor General, the Office of Program Policy and Government Accountability, and the Chief Financial Officer.
- XVI. The Contractor agrees to permit onsite visits by designated Department employees or agents to conduct audits to ensure compliance with Section 20.055, Florida Statutes. These audits may require Department access to records and data, computers and communications devices, and other materials whether owned or operated by the Contractor. Access may include, but is not limited to, user level and/or system level access to any computing or communications device; access to information (electronic, hardcopy, etc) that may be produced, transmitted or stored on the Contractor's equipment or premises; access to work areas; and access to interactively monitor and log traffic on the Contractor's networks.
- XVII. The Contractor must carry general liability insurance, which shall include errors and omissions coverage. The amount of coverage shall be a minimum of \$1,000,000 or the aggregate total of all contractual agreements between the Contractor and the agencies and political subdivisions of the State of Florida, whichever is greater. The Contractor shall add the Department as an additional insured on the general liability coverage. The insurance shall cover all of the Contractor's operations under this Contract and shall be effective throughout the Term of this Contract, as well as any renewals or extensions thereto. It is not the intent of this Contract to limit the types of insurance otherwise required by this Contract or that the Contractor may desire to obtain or be required to obtain by law. The Contractor must submit a Certificate of Insurance indicating coverage for general liability purposes and additional insured coverage, and shall maintain and pay for same throughout the Term of this Contract. A Certificate of Insurance indicating adequate coverage shall be submitted to the Department prior to the time the Contract is entered. Any and all insurance policies shall be through insurers qualified to do business in Florida.
- XVIII. The Contractor agrees to provide the Department upon execution of this Contract with a performance bond or other security deposited with the Department in the total amount of the Contract or another amount if specified in the procurement specifications or Attachment A, guaranteeing that the Contractor will perform all work according to this Contract, within the time and price specified in the Contract. A performance bond shall be issued from a surety company, qualified to do business in Florida.
- XIX. The Contractor may not assign or subcontract all or any portion of this Contract without the advance written consent of the Department.
- XX. In all cases in which the Contractor, with the advance written consent of the Department, assigns or subcontracts, all or any portion of the Contract:
- A. The Contractor shall monitor the subcontractor or assignee and establish controls to avoid or mitigate risks identified by the Department or the Contractor; and
 - B. The Contractor shall allow the Department to monitor subcontractor or assignee activity and compliance, and the Contractor shall require the subcontractor or assignee to promptly submit to the Department, at the Department's request, complete and accurate documentation pertaining to the subcontract or the Contract.
- XXI. The Contractor shall coordinate with and assist the Department's Contract Manager in the performance of the latter's responsibilities, which include without limitation:
- A. Monitoring the activities of the Contractor;
 - B. Receiving and reviewing the reports of the Contractor to determine whether the objectives of the Contract are being accomplished;
 - C. Receiving and reviewing the invoices for payment of funds to assure that the requirements of the Contract have been met and that payment is appropriate;
 - D. Evaluating the process used by the Contractor to monitor the activities of any subcontractor or assignee; and
 - E. Accessing, directly, the subcontractors and assignees, as the Contract Manager deems necessary.
- XXII. This Contract may not be modified unless in writing signed by the Department and the Contractor.
- XXIII. The Department and the Contractor waive application of the principle of contract construction that ambiguities are to be construed against a contract's drafter, and agree that this Contract is their joint product.
- XXIV. The Department and the Contractor acknowledge that they have had their respective attorneys review and approve this Contract or that they have had the opportunity to do so.
- XXV. This Contract shall be governed by the laws of the State of Florida, and venue for purposes of any action brought to enforce or construe the Contract shall lie in Leon County, Florida.
- XXVI. Failure of the Department to declare any default immediately upon the occurrence or knowledge thereof, or delay in taking any action in connection therewith, does not waive such default. The Department shall have the right to declare any such default at any time and take such action as might be lawful or authorized under the Contract, at law, or in equity. No Department waiver of any term, provision, condition or covenant of the Contract shall be deemed to imply or constitute a further Department waiver of any other term, provision, condition or covenant of the Contract, and no payment by the Department shall be deemed a waiver of any default under the Contract.
- XXVII. Time is of the essence with regard to each and every obligation of the Contractor contained in the Contract. Each such obligation is deemed material, and a breach of any such obligation (including a breach resulting from the untimely performance thereof) shall constitute a material breach.
- XXVIII. The Contractor shall indemnify and hold harmless the Department, its attorneys, agents and employees, from and against any and all third party claims, suits, debts, damages, and causes of action, whatsoever, whether arising in law or in equity, arising out of or relating to Contractor performance or failure to perform under this Contract. The indemnification shall include reasonable attorney fees and costs incurred by the Department, its attorneys, agents and employees, in the defense of any such claim, suits or causes of action, as aforesaid.

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
STATEMENT OF WORK – ATTACHMENT C
STANDARD TERMS AND CONDITIONS**

- XXIX. This Contract may be cancelled by written agreement of the Department and the Contractor specifically referencing this Contract. Such agreement shall specify the remaining measures necessary to be taken by each party.
- XXX. The Department reserves the right to cancel this contract without cause by giving the Contractor thirty (30) days written notice.
- XXXI. Should Contractor fail to perform to Contract terms and conditions, Contractor shall be notified in writing, stating the nature of the failure to perform and providing a time certain (which shall be not less than ten (10) days following receipt of such notice) for correcting the failure. Such failure to perform shall otherwise be dealt within accordance with Rule 60A-1.006, F.A.C.
- XXXII. A person or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime may not submit a bid on a contract to provide any goods or services to a public entity, may not submit a bid on a contract with a public entity for the construction or repair of a public building or public work, may not submit bids on leases of real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in s. 287.017, F.S., for CATEGORY TWO for a period of thirty-six (36) months from the date of being placed on the convicted vendor list.
- XXXIII. The employment of unauthorized aliens by any contractor is considered a violation of Section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to State of Florida Executive Order No. 11-116, Contractor shall utilize the U.S. Department of Homeland Security's E-Verify system to verify the employment of all new employees hired by the Contractor during the contract term. Also, Contractor shall include in related subcontracts a requirement that subcontractors performing work or providing services pursuant to the Contract utilize the E-Verify system to verify employment of all new employees hired by the subcontractor during the contract term.
- XXXIV. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- A. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- B. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. The Department may cancel this contract if an attached explanation is not acceptable to the Department or the Federal government.
- XXXV. MyFloridaMarketPlace
- A. MyFloridaMarketplace Vendor Registration
Each Vendor doing business with the State of Florida for the sale of commodities or contractual services as defined in section 287.012, Florida Statutes, shall register in MyFloridaMarketPlace, in compliance with Rule 60A-1.031, Florida Administrative Code, unless exempt under Rule 60A-1.031(3) Florida Administrative Code.
- B. MyFloridaMarketplace Transaction Fee
The State of Florida, through the Department of Management Services, has instituted MyFloridaMarketPlace, a statewide eProcurement system. Pursuant to section 287.057(22), Florida Statutes , all payments for commodities and/or contractual services as defined in Section 287.012, Florida Statutes, shall be assessed a Transaction Fee which the Vendor shall pay to the State, unless exempt under Rule 60A-1.031, Florida Administrative Code. Notwithstanding the provisions of Rule 60A-1.031, et seq., the assessment of a transaction fee shall be contingent upon Federal approval of the transaction fee assessment program and continued payment of applicable federal matching funds.
For payments within the State accounting system (FLAIR or its successor), the Transaction Fee shall, when possible, be automatically deducted from payments to the Vendor. If automatic deduction is not possible, the Vendor shall pay the Transaction Fee pursuant to Rule 60A-1.031(2), Florida Administrative Code. By submission of these reports and corresponding payments, Vendor certifies their correctness. All such reports and payments shall be subject to audit by the State or its designee.
The Vendor shall receive a credit for any Transaction Fee paid by the Vendor for the purchase of any item(s) if such item(s) are returned to the Vendor through no fault, act, or omission of the Vendor. Notwithstanding the foregoing, a Transaction Fee is non-refundable when an item is rejected or returned, or declined, due to the Vendor's failure to perform or comply with specifications or requirements of the agreement.
Failure to comply with these requirements shall constitute grounds for declaring the Vendor in default and recovering procurement costs from the Vendor in addition to all outstanding fees. **VENDORS DELINQUENT IN PAYING TRANSACTION FEES MAY BE EXCLUDED FROM CONDUCTING FUTURE BUSINESS WITH THE STATE.**
- XXXVI. The Contractor shall comply with all applicable Federal, State and County laws, ordinances, rules, and regulations applicable to the Contractor and applicable to its performance under this Contract.
- XXXVII. Contractors, providers, and partners employed by the Department or acting on behalf of the Department shall comply with Florida Administrative Code (F.A.C.) 74.2, and fully comply with all information technology security policies.
- XXXVIII. If this Contract is for goods or services over \$1,000,000, this Contract may be terminated at the option of the Department if the Contractor is found to have submitted a false certification as provided under subsection 287.135(5), F.S., been placed on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List, or been engaged in business operations in Cuba or Syria.
- XXXIX. This Contract may be executed in multiple counterparts, each of which shall be deemed to be an original and all of which shall constitute one contract, notwithstanding that all parties are not signatories to the original or the same counterpart, or that signature pages from different counterparts are combined, and the signature of any party to any counterpart shall be deemed to be a signature too and may be appended to any other counterpart.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7g

DATE OF SCHOOL BOARD MEETING: August 27, 2019

TITLE OF AGENDA ITEM: Head Start 2019-2020 Refunding Application

DIVISION: Head Start

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

PURPOSE AND SUMMARY OF ITEM:

Approval of Head Start 2019-2020 Refunding Application

FUND SOURCE: Head Start

AMOUNT: \$2,218,898

PREPARED BY: Carolyn Harden 

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: 04CH011096	
5a. Federal Entity Identifier: N/A	5b. Federal Award Identifier: 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: SCHOOL BOARD OF GADSDEN COUNTY		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 596000615	* c. Organizational DUNS: 152811279	
d. Address:		
* Street1:	500 W King St	
Street2:	<input type="text"/>	
* City:	Quincy	
County/Parish:	Gadsden County	
* State:	FL: Florida	
Province:	<input type="text"/>	
* Country:	USA: UNITED STATES	
* Zip / Postal Code:	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"/>	* First Name: Carolyn	
Middle Name: <input type="text"/>		
* Last Name: Harden		
Suffix: <input type="text"/>		
Title: Director		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: (850) 627-3861	Fax Number: (850) 875-8790	
* Email: hardenc@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:**

2019-2020 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="2,218,898"/>
* b. Applicant	<input type="text" value="554,725"/>
* 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="2,773,623"/>

*** 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:

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:	Mr.	* First Name:	Steve
Middle Name:			
* Last Name:	Scott		
Suffix:			
* Title:	Board Chairperson		
* Telephone Number:	(850) 627-9651	Fax Number:	
* Email:	scotts@gcpsmail.com		
* Signature of Authorized Representative:		* Date Signed:	
* Submitted by:		Date Submitted:	

GADSDEN COUNTY SCHOOL BOARD HEAD START/PREKINDERGARTEN PROGRAM

2019-2020 Transportation Waiver

School Board Approval

The Gadsden County School Board met and approved the 2019-2020 Head Start Transportation Waiver on the 27th day of August, 2019. The Transportation Waiver was approved with the 2019-2020 Refunding Application.

Steve Scott, Chairperson

Date

**Gadsden County School Board Head Start/Prekindergarten Program
Review/Approval of the 2019-2020 Head Start Refunding Application and Program
Improvement Plan
School Board Approval**

The Gadsden County School Board reviewed and approved the 2019-2020 Head Start Refunding Application and Program Improvement Plan on August 27, 2019.

Steve Scott, Chairperson

Date

August 13, 2019

Head Start Transportation Waiver Request
Cleverex Systems
1891 Robert Fulton Drive
Suite 500
Reston, VA 20191

Dear Sir/Madam:

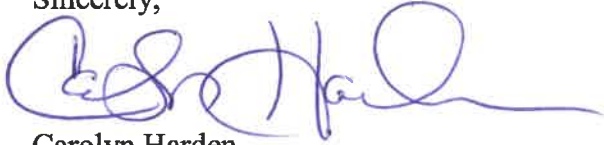
The Gadsden County Head Start Program currently has a total enrollment of 277 children, 259 federally funded and 18 additional children, funded through the state's Voluntary Prekindergarten Program. Of the 277 children, approximately 187 of them ride to school on the county's school buses. We are requesting a waiver, for the 2019-2020 program year, as to the transportation regulation requirement that each bus have at least 1 bus monitor; 45 CFR Part 1310.15(c). The Gadsden County 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 52 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 52 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 program 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.

Your prompt consideration of this waiver request will be greatly appreciated. If you have any additional questions, please contact me at (850) 627-3861.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Carolyn Harden', with a long horizontal flourish extending to the right.

Carolyn Harden
Head Start/Pre-K Director

2019-2020 Head Start Refunding Application

Total Funds Requested:	\$2,218,898
Base Funding	\$2,192,356
T/TA Funding	\$26,542
Non-Federal Share	\$554,725
Proposed Program Option:	Center Based

Section I. Program Design and Approach to Service Delivery

Sub-Section A: Goals

Gadsden County School District, a board of education is applying to provide services to preschool children ages 3 – 5 years of age in Gadsden County, Florida. Gadsden County School District proposes two center-based service delivery options for preschool children and families: 1) consists of 6.5 hours per day, five days per week for 180 days per year for a total of 1170 hours per year for 227 Head Start children, and 2) consists of 10 hours per day, five days per week for 180 days per year for a total of 1800 hours per year for 32 children. A total of 259 preschool age children will be provided center-based services. Services will be provided in five elementary schools and two community centers all owned and provided by Gadsden County School District. All Gadsden County School District Head Start centers are accredited through AdvancEd, formerly known as SACS.

The Gadsden County School District has administered comprehensive Head Start early childhood services since 1985. The school district has also administered the Florida Voluntary Pre-K (VPK) program since 2005.

<p>Goal 1: Increase parental involvement of families enrolled in Gadsden County’s Head Start/Pre-Kindergarten (HS/Pre-K) Program.</p>	<p>A. Families will increase participation and engagement in school and community related activities by 10% for each year of the project period with 90% overall participation by 2024.</p> <ol style="list-style-type: none"> 1. Volunteer in HS/Pre-K classrooms, attend field trips and attend HS/Pre-K sponsored events and activities. 2. Complete Pre and Post Surveys 3. Complete Sign-In Sheets for events and activities 4. Data Entry of Participation efforts into Child Plus 5. Challenge: low “turn-out” due to access to transportation and extended care of family members <p>B. Parents of Head Start/Pre-K children will serve as members and/or advisors to the HS/Pre-K Policy Council, annually.</p>
--	---

	<ol style="list-style-type: none"> 1. Volunteer and/or attend HS/Pre-K sponsored events and activities at least (3) times, annually. 2. 95% Retention rate of HS/Pre-K Families who serve on the Council 3. 80% Attendance of policy council meetings
<p>Goal 2: Provide training and education to Gadsden County Head Start/Pre-K parents to improve their families’ emotional, social and economic well-being.</p>	<p>A. 100% of HS/Pre-K families will receive and/or have access to meeting and training information for each year of the project period through 2024.</p> <ol style="list-style-type: none"> 1. HS/Pre-K offered trainings in family preservation to include awareness of mental, physical and emotional health issues, financial planning, and family planning 2. Distribution of Flyers, Brochures and Public Service announcements in newspapers and radio ads 3. Pre and Post Surveys for trainings and events 4. Sign-In Sheets for events and activities 5. Data Entry into Child Plus 6. Challenges: Families’ access to transportation and access to technology <p>B: Increase referral services to collaborating agencies by 10%, annually.</p> <ol style="list-style-type: none"> 1. continuing education 2. career planning and job placement 3. alcohol and substance abuse 4. domestic abuse 5. child abuse 6. children with suspected disabilities 7. Data entry into Child Plus 8: Challenges: transportation to and follow-up with scheduled appointments, and displacement of families due to economic instability and homelessness.
<p>Goal 3: Increase kindergarten readiness rates of Gadsden County Head Start/Pre-K students who demonstrate proficiency on Pre-Kindergarten Assessments.</p>	<p>A. HS/Pre-K students will show gains on kindergarten readiness rates by 10%, annually, for each year of the project period with an overall 80% readiness rate by 2024.</p> <ol style="list-style-type: none"> 1. Pre-K students will be assessed (3) three times per program year using adopted/approved pre-k assessment tools

	<p>that align to the Office of Head Start Learning Outcomes and Florida, state, standards.</p> <ol style="list-style-type: none"> 2. Teachers will identify and individualize lesson plans to target students' subject area deficiencies. 3. Gains will be measured and recorded using initial and final assessment results. <p>B. Gadsden County HS/Pre-K students will increase individual student performance by a minimum of 25%.</p> <ol style="list-style-type: none"> 1. Conduct Comparative Analysis of Gadsden County HS/Pre-K students to State and National assessment scores by assessment period(s) and by early learning outcomes. 2. Measure and compare Gadsden HS/Pre-K students' individual scores by assessment period and by early learning outcomes.
--	---

Section B: Service Delivery

APPROACH

This section contains information about the proposed service area and program models that will be used by the Gadsden County School District to provide a minimum of 1080 hours/year and up to 1800 hours/year of center-based Head Start (HS) services to 259 preschool children and their families in Gadsden County. Thirty-two of the 259 children will receive extended day services, providing 10 hours/day of HS comprehensive services by Gadsden County School District HS staff. 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.

Geographic Areas of Greatest Need: 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 HS 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 and 12 square miles of water and includes a population of 46,281 individuals in Gadsden County, as per the US Census data in July 2014. US Census data shows that Gadsden County has a declining population of 3.5% from 2010 to 2017 and 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 the July 2014 US Census data the population of Gadsden County is comprised of 55.4% of African Americans, 42.1% Caucasian, 10.3% Hispanic and less than 2% other. Gadsden County is the only county in Florida where most of the population is made up of African Americans. Hispanics are the fastest growing population in Gadsden County. Seasonal crops are grown around the city of Greensboro attracting migrant workers to harvest seasonal crops in this area of Gadsden County.

Much of the county 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 (2014) Gadsden County's per capita personal income was \$33,317 annually, compared to the state average per capita personal income of \$44,803. Gadsden County is 26% *below* the state average of personal income.

Gadsden County's unemployment averages have shown a decrease from 11.1% in 2012 to 7.2% in 2015 according to the US Department of Labor, Bureau of Labor Statistics. Despite these decreases, the average unemployment rate of 7.2% for Gadsden County continues to exceed the state average unemployment rate of 5.7% as noted in January 2018 and exceeds the national unemployment rate of 6.2% 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 2017-18 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 makes 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 2017-18 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 26.5% of all residents lived below the federal poverty level compared to a state rate of only 15.6% according to the US Census data and the American Community Survey Five-year estimates 2009-2013. Of all individuals living in poverty in Gadsden County, 40.8%

were children, compared to Florida's 23.3% average. In 2013, 33.3% of female-headed households with children under the age of six lived in poverty compared to the state rate of 31.5%. The poverty rate of female head of household is especially significant in light of Gadsden County's high rate of births to unmarried mothers. The percent of unmarried mothers in Gadsden County was 68.7% from 2012-2014; significantly exceeding the state rate of 47.9%. This represents an increase of 20.8% 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 2012-2016 five-year estimate from the US Census American Community Survey on the factfinder.census.gov website noted that there are 10,299 children under the age of 18 in households in Gadsden County. It estimates 32.5% of the 10,299 children are under age six resulting in 3,347 children. With an estimated 26.5% of all children living in poverty in Gadsden County according to the US Census there is an estimated 887 children under age six 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 2018 consists of 259 HS children along with 34 VPK children for a total of 293 children all of which are income eligible according to HS guidelines. Additionally, eighty-one children are currently on the wait list with 62 of the 81- income eligible for HS services in Gadsden County. All Gadsden County School District schools qualify for free breakfast and 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 2015-16, 29 children with diagnosed disabilities in 2016-17, 36 children with diagnosed disabilities in 2017-18 and 25 children with diagnosed disabilities in 2018-2019. 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 provider. Collaboratively these providers work together to identify children who are entering 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 Gadsden County Home Visiting Partnership being formed. Gadsden County HS is a part of this collaborative partnership that results in preliminary screening for children and 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 indicates 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 a state rate of 35.8%. The Gadsden County HS is committed to serving foster children, however there is a low incidence of 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 consecutive days. Families will be offered support and resources to ensure children are in school daily, unless they are sick.

Rationale for Ages to be Served: The estimates for the number of eligible preschool children, were provided in section above, along with the estimating method. To recap, there are approximately 370 HS-eligible children in Gadsden County. With Florida State University serving Early HS children in the county, Gadsden County Schools can remain focused on services for preschool age children.

Rational for Proposed Program Options: Over the last five years, surveys of current HS families, as well as other income-eligible families, have found that parents overwhelmingly prefer center-based services for preschoolers, with at least 6.5 hours a day throughout the school year being preferred. The Gadsden County HS also proposes a 10-hour day for working parents, parents in school, or parents most in need of HS services. The Gadsden County School District proposed service delivery model meets or exceeds those preferences while maximizing available funds to serve as many families as possible.

Analysis of Other Available Early Childhood Services: Gadsden County School

District's decision to propose HS services to 259 preschoolers was influenced by several factors. First, as the narrative above describes, there are a sufficient number of income-eligible children ages three and four to support these proposed numbers. Second, this is the number of HS children Gadsden County HS currently serves, so the funds available are sufficient to support the delivery of high-quality services. Third, given the few early childhood opportunities for low income young children and families in Gadsden County, as described below, the proposed slot levels will fill a gap within the county.

According the Childcare Centers.us website there are nine other early childhood options available for families with children three and four years of age. There are five childcare centers that may participate in subsidized child care, however the other four preschool options are private providers who do not participate in subsidized child care reimbursement and therefore are cost prohibitive for low income parents.

A second early childhood opportunity for Gadsden County's four-year olds is Florida's Voluntary Pre-Kindergarten (VPK) program. Designed to provide free school readiness opportunities to all four-year olds in the state through a patchwork of public school and private providers, the program requires a minimum of 540 classroom hours during the school year as well as the use of a curriculum on the state Department of Education's approved list (e.g. Big Day for Pre-k). While VPK is an option for HS-eligible children and families, many families of four-year olds continue to select HS for their children, particularly if their child has been enrolled in HS as a three-year-old or in the EHS program previously.

The third early childhood option is care by unlicensed providers, including relatives. Reliable data on the use of kith and kin care in Gadsden County is not available. However, information offered by HS parents is that family members provide “fill-in” support before and after the HS

Enrolling Children with Disabilities: Gadsden County will ensure that at least 10% of the 259 HS slots will be filled by children who have a diagnosed disability. The strategies Gadsden County currently employs, as described below, have proved successful given that 28 preschool children (11% of funded enrollment) had an IEP in the 2015-16 school year, 29 (11% of funded enrollment) in the 2016-17 school year and 36 (14% of funded enrollment) in the 2017-18 school year, and 25 (10% of funded enrollment) in the 2018-2019 school year.

One contributing factor to this success has been the partnerships that Gadsden County HS has established with Part B and Part C agencies. The Gadsden County School District is the Part B agency and therefore, as the current grantee, works closely with Gadsden County School representatives to recruit and identify children with disabilities. Gadsden County HS receives referrals from the Florida Diagnostic Learning Resource System (FDLRS), a statewide network charged with promoting awareness of services for young children who are risk for developing a disability. In addition to serving as an initial intake point, FDLRS conducts hearing and vision screening prior to referring a child to a Part B or C agency. The Gadsden County School District, the current HS grantee, has systems in place for Child Find, providing multiple screeners for all domains, interventions, evaluations, diagnosis and developing IEP’s as needed, as well as providing special needs services for preschool children.

Meeting Community Needs for Full-Day/Year Services: Gadsden County HS is proposing to provide center-based services for two hundred fifty nine (259) HS children. Two hundred twenty

seven (227), HS children and their families will receive center-based services for 6.5 hours per day for 180 days per year for a total of 1170 hours/year. Thirty-two (32) children will receive services for 10 hours per day 180 days per year, for a total of 1800 hours of early education per year.

These two program options exceed the Office of Head Start's (OHS) requirements for HS program duration and maximize center-based contact that can be offered within the funds available. For those families who need care beyond the 6.5 hour HS days or 180 days per year and are not enrolled in the 10 hour per day 180 day option, Gadsden County HS has developed linkages with nearby child care centers to assist them if needed. This contact information will be provided to parents.

Parent surveys conducted each year consistently have identified center-based services as the option most desired by HS parents. In addition, facilities and classrooms are already available to house these services in five elementary schools and two community centers, all owned by Gadsden County School District. Table 1 in the Appendix lists the specific communities within the county and the numbers of children/families that would participate in the HS programs in those communities. There will be no changes in service locations. There are no minor renovations or repairs included within this application. There are no facilities activities that are subject to purchase, construction, major renovations, loan or mortgage, and subordination agreement.

Program Delegation: Gadsden County HS will not propose to delegate some services.

Community Engagement: Gadsden County School District and the Gadsden County HS program have been a proactive participant with many local organizations and agencies that

provide services to low-income preschool children and their families. When evaluating current service delivery and planning new services, Gadsden County HS conducted a series of individual interviews with community stakeholders. Information was gathered concerning the types and availability of programs and services for the population targeted by HS in Gadsden County. Stakeholders were asked to discuss the services provided by their agency or program, the extent to which HS families utilized the agencies' services, the ways in which their agencies collaborated with the HS program and how collaboration might be improved. Strengths and weaknesses of the programs and new ideas for partnerships were also discussed. The data gathered from these interviews further emphasize and reiterate the importance of receiving input from its community partners about comprehensive service delivery, maintaining current site locations, and possibilities of expanding its HS services in Gadsden County.

. Also important is Gadsden County's continued participation in the Coordinated Intake and Referral (CI&R) Program facilitated by Healthy Start, a statewide initiative to promote healthy beginnings for young children as well as Healthy Families Gadsden, a home visiting program for infants and toddlers and collaboration with Florida State University EHS program. The goal of this coordination is to increase community awareness of each other's missions and services, to avoid duplication and increase referrals.

Gadsden County Health Department staff serves on the Health Advisory Committee for both the HS and EHS programs. The immunization nurse is currently exploring ways to provide immunizations on site when needed. Training is provided for HS teachers and paraprofessionals in administering medications, child health and universal precautions for preventing illnesses. They are also involved in providing health and nutrition information in Spanish as well as

English. These partnerships are an example of the vehicles through which Gadsden County HS staff provide information to and receive feedback from our community partners.

Achieving School Readiness through Early Learning Outcomes

Unless otherwise specified, the proposed implementation strategies and policies already are in place as part of Gadsden County School District current HS operations.

Proposed Curricula: To support Gadsden County’s goal of providing high quality HS services that promote progress towards school readiness, the *Big Day for Pre-k* curriculum will be used in classrooms. The SRA *Imagine It* curricula will also be used as an enhancement curriculum for literacy and vocabulary. The two curricula as well as Gadsden County HS’s own emphasis on retaining HS teaching staff will help in promoting kindergarten readiness for preschool children.

The *Big Day for Pre-k* curriculum is developmentally appropriate. The content and instructional foci match the accepted behavioral expectations for the specific age groups within the three -five spectrum, as operationalized through research-based objectives across five developmental areas (social-emotional; physical; language; cognitive; and literacy) and four content areas (mathematics; science and technology; social studies; and the arts), as well as English language acquisition. The curriculum’s reliance on learning centers, a balance of child- and teacher directed learning experiences and ever-changing materials promotes child choice while allowing for teacher responsiveness to individual needs.

The curriculum designers have aligned their objectives with the Head Start Early Learning Outcomes Framework (HSELOF) and with the Florida Early Learning and Developmental Outcomes Framework. The latter alignment has been reaffirmed by the Florida Head Start Collaboration Office.

As a result of analyzing child outcomes data over three years Gadsden County HS teaching teams will continue to promote growth in language development, literacy and knowledge, as well as mathematics. Gadsden County will use the *SRA Imagine It* curriculum to augment the Big Day for Pre-k for enhanced vocabulary, overall language development and literacy. The Big Day for Pre-k addresses the STEAM framework (science, technology, engineering, arts and math). The Big Day for Pre-k curriculum includes a teacher and student resource guide that suggests books and activities that support the development of children's capacity to ask questions about their everyday observations and experiences. Problem-solving strategies are also encouraged. Activities and material kits that support those experiences have been developed in-house and will be employed as well.

This curriculum was chosen because the Gadsden County HS staff, School Board and PC determined that its thoroughness, developmentally appropriate activities and clear implementation instructions were best suited for the needs of Gadsden County families and the HS staff. The availability of ongoing training and updates of the curriculum was important to those who made this decision.

Establishing and Measuring School Readiness Goals: Gadsden County HS has adopted a set of school readiness goals for the HS program centered on the five developmental domains. These five goals were developed in conjunction with parents, the PC, the School Board, Community Representatives and Gadsden County School District personnel. They were based on group expectations. A goal for each developmental domain – physical, approaches to learning social-emotional, language/literacy and cognition/general knowledge – was selected, with a measurable objective and strategies for each goal were created. The latter were informed

in part by several years of child outcomes data that was available to Gadsden County HS and its stakeholders.

It is important to note that the goals, objectives and implementation of strategies are carefully reviewed in the spring of each year with the PC, School Board, parents and other stakeholders, once that year's child outcomes data have been analyzed. Over the past five years, the goals have remained the same for children, however, the objectives and strategies have been expanded and made more precise in order to facilitate their measurement.

The HS goals and objectives are aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and with Florida's *Early Learning and Development Standards*. Because they were developed in consultation with the Gadsden County School District, and because district personnel are involved in the annually updating process, the goals and their objectives do reflect the expectations the district has for the HS children.

Consultation with HS Parents: As noted above, Gadsden County HS school readiness goals were adopted in consultation with HS parents. The annual child outcomes report is shared with all parents and with the PC, who provide their input as part of Gadsden County HS's process of

Services to Infants, Toddlers and Preschoolers with Disabilities: As indicated by the number of children with disabilities served in the past three years, as described above, Gadsden County HS has demonstrated the capacity to ensure that at least 10% of all children enrolled in our HS program will have a diagnosed disability. Based on prior experience, there will be two access points through which these children will enter our programs. One point will be HS and EHS referrals from the designated Part C and Part B agencies. Gadsden County HS also receives

referrals from the Child Find Coordinator of the Gadsden County District School, who, also receives referrals from a local screening program, the Early Steps Program.

As part of working with families to create education options for preschoolers, school district personnel and parents may agree that a HS experience is an important opportunity for the child. Gadsden County HS will receive referrals from the local Part C Early Steps agency who are about to turn three years of age as well from Children's Medical Services (CMS), the organization responsible for providing Early Steps services in Gadsden County. These referral and joint service delivery systems will continue to work efficiently and thoroughly because Gadsden County HS has written agreements with these Part C and Part B agencies that specify the roles and responsibilities of all parties. These HS children will already have an IEP, therefore Gadsden County Schools and HS staff will review those plans and supporting documents, meet with parents and collaboratively determine specific strategies that the HS program can adopt to support the child's IEP goals. The access point for the remaining children who have a diagnosed disability will come when their parents and/or HS staff have concerns, based on home and program experiences and/or the results of Gadsden County's developmental screening, the Early Screening Profile. Working in tandem with parents, Gadsden County HS staff will refer those children to the School District for further testing and development of an IEP as appropriate. In the 2018-19 year, 13 of the 25 HS children with a diagnosed disability were identified through their HS participation.

As mentioned above, these referral services are part of a broad Interagency Transition Procedures Agreement for Children and Families Birth through Kindergarten, which is a formal arrangement that specifies the services that Part B and Part C agencies in Gadsden County will provide to children with a diagnosed disability, including those enrolled in HS. Currently, those

services include on-site speech/language diagnosis and therapy, other appropriate therapies, and training of HS staff. The latter is especially important, because practical, hands-on training for both staff and parents that focuses on maximizing each child's strengths in an inclusive setting is a critical strategy for that child's successful HS experience.

The services of the Gadsden County School District, the Part B agency, will be augmented by agreements with local organizations that focus on specific disabilities, such as the Florida State University Center for Autism and Related Disorders (CARD). If a child's school and home behaviors indicate that she/he may be somewhere on the autism spectrum, Gadsden County HS and the parents will make a referral to CARD. Their staff will do classroom and home observations, and then meet with parents and staff to discuss individualized strategies that may support positive behavioral development. CARD staff will also provide staff and parent training and will assist with the child's transition into a new environment (e.g., public school, home visiting programs or EHS-to-HS).

The latter resource will be especially important, since Gadsden County's goal is to ensure HS and EHS children with disabilities and their families make smooth transitions into their next educational experience, be it from EHS to HS or another early childhood program, or from HS to kindergarten. For EHS children, meetings among the parents, EHS and Part C staff will begin at least six months prior to the child's third birthday, as part of the IFSP meeting. The goals will be to create a transition plan that includes a comprehensive understanding of the child's accomplishments and strengths as well as areas of needed growth and builds upon the parents' plan for the child. Transitioning of HS children with disabilities will be one focus of the

IEP meetings that occur during the year prior to a child's leaving HS, and will have the same focus on strengths, accomplishments and next steps.

Meeting the Needs of Targeted Populations: Gadsden County HS is committed to ensuring that populations with unique needs are served in appropriate ways as part of the proposed HS/EHS program. Dual language learners, both adults and children, will enter a program experienced in providing assistance that builds on each person's first language. This will include dual language public relations, recruitment materials, and curricular materials prominently displayed in Spanish and English.

Gadsden County HS will build upon its current relationships with other programs that identify and serve homeless young children and their families, including collaborators in the Gadsden County School Board Homeless Program and other local providers that work with homeless families. The Family Service Coordinator attends the Gadsden County School Board Homeless meetings of all local service providers, where available services are described by each participant and referrals are garnered. Because Gadsden County HS has been providing services to homeless children and families for many years, it is anticipated that the trend of walk-in applicants will also continue.

Gadsden County HS will continue its support of those HS children who are placed in foster care during their time in our programs. Gadsden County HS family service staff will work with the Department of Children and Families (DCF) caseworker to ensure that the stability of the HS experience continues during this time of upheaval in the child's life. If the foster family is located closer to another HS site, a transfer option is discussed with that family, taking into account the additional stressors posed by the child's entering yet another new experience. All

parent experiences, including conferences, trainings and governance opportunities, are made available to the foster family. Gadsden County HS staff are careful to work collaboratively with the DCF caseworker to ensure consistency for the child.

Gadsden County HS does not propose to provide services to pregnant women.

Health Services: Gadsden County HS is committed to ensuring that all HS children served through this proposal will have access to a wide array of health services. Foremost among the strategies to meet this goal will be the reliance on the Health Services Advisory Committee (HSAC) to provide guidance and direction about service delivery goals and options. As Table 3 in the Appendix demonstrates, the current HSAC is comprised of local health professionals from health departments, dental clinics, mental health agencies and private programs. The HSAC will meet twice per year to review current health services data, consider strategies for meeting emerging service delivery challenges and make commitments to represent Gadsden County HS needs to the wider health services community.

The latter is important because many HSAC members also participate in Gadsden County Community Health Task Force, a group dedicated to sharing and pooling resources to better meet the needs of county residents. For example, HSAC members were instrumental in the Task Force's emphasis in securing dental care for low income families using clinics and dental busses, based in part on the demonstrated oral health needs of the Gadsden County HS programs.

Physical Health Services: Gadsden County HS delivery of health services will begin at the time of each HS family's application, where proactive and ongoing steps will be taken to ensure that every child and family has health insurance and a medical home. During the 2018-19 year, 318 children served in the Gadsden County HS program had health insurance by the end of the

year. All 318 children had a medical home and were up to date on a schedule of age appropriate preventive and primary health care according to the Florida EPSDT schedule for well child care.

Concurrently, family service staff along with the Health Coordinator will determine the child's health status, including immunizations, and will jointly develop a plan for needed and ongoing health services with each child's parents. Within 45 days of each child's enrollment, a member of the Gadsden County HS health team will conduct a hearing screening, using the Optoacoustic Emissions (OAE) screening tool. If a child does not pass the screening, a referral will be made to a local audiologist. During the 2018-19-year, two HS children were identified as having hearing concerns and was successfully treated by an audiologist.

Also, within 45 days of enrollment, a vision screening will be provided to all HS children. For children enrolling after the initial vision screenings are completed, Gadsden County HS health staff will provide the screening, using the SPOT Vision Screener. If a child does not pass the vision screening, she/he will be referred to a local optometrist. During the 2018-19 year, vision concerns were identified for two HS children and both were successfully treated by local health providers.

With parental permission, lead screenings will be conducted when entering the HS program if the 24-month screening was not completed. In Gadsden County, children will be screened by the child's local physician or the local health department with follow-up provided by the screening doctor or health department.

From intake forward, Gadsden County HS's goal will be to provide health services support tailored to each child and family, using screening information as well as ongoing classroom observations and parent reports and concerns. Services and referrals will be tracked through the

ChildPlus Management System so that reminders of upcoming health visits and immunizations can be sent to each family.

Nutrition Services: Upon entering the HS program, Gadsden County HS staff and parents will prepare a nutritional history for the child, including known allergies and food intolerance. If necessary, an individualized meal plan will be prepared for those children, with input from and approval of the parents and Gadsden County HS Nutrition Consultant, Paula Milton. A Registered Dietician through the Florida Department of Education, since 2008, has provided training and technical assistance in meal planning, dietary challenge and child/family nutrition education for Gadsden County HS.

All Gadsden County HS children will have a growth assessment twice a year to identify children who are over- or underweight. If concerns are found, health and family service staff will work with the WIC program to ensure seamless support and information to HS families and will work directly with families to address those concerns. Where appropriate, and in consultation with Gadsden County HS Nutritional Consultant and the child's family, changes in the child's HS meal patterns may be made. In the 2018-19 year, 21 HS children were identified as underweight, 39 as overweight and 67 as obese. In all cases, individual dietary and exercise plans were designed for use in the HS program as well as at home.

Gadsden County HS will utilize the USDA National School Breakfast and Lunch Program (USDA) and its approved meal patterns, with the special dietary exceptions noted above. Emphasis will be on food that is low in fat and sugar, and on maintaining a nut free environment.

Oral Health Services: With parental permission, Gadsden County HS will complete dental exams for all HS children within 90 days of program entry. The exams will be provided by the

Neighborhood Dental Group, Liberty County Mobile Dental Unit and a local dentist, Dr. Gregg. All exams will be provided and will include fluoride varnish. If further treatment is needed, that service will be provided by the Neighborhood Dental Group or Dr. Gregg, with transportation for the child and parent provided by Gadsden County HS. If dental surgery is required, the Gadsden County HS health and family service staff will work with parents to secure those services. Of the 103 HS children identified as needing further dental treatment during the 2018-19 year, all 103 received those services.

In addition to the screenings and follow-up, Gadsden County HS staff will work with families to secure a dental home during their child's HS experience. While this is challenging, given the lack of local dentists who accept low-income patients, Gadsden County HS and its HSAC feel that having a dental home is the one way to ensure ongoing oral health after the HS experience. In the 2018-19 year, 295 HS families entered the Gadsden County HS program with access to dental care and by the end of the program year, all 311 families had secured this access.

Mental Health Services: Gadsden County HS will provide an array of mental health services to HS children and their families. The importance of these services is driven by the following factor, the increase in the number of HS children who have exhibited challenging behaviors over the past three years. In the 2017-2018 year, 27 children received mental health services by a mental health consultant and in the 2018-19 year 25 children received mental health services by a mental health consultant. To address potentially-related factors, Gadsden County HS will draw on several community resources. It will use the services of Colleen Williams as a mental health consultant. She is a Licensed Clinical Social Worker with specialized training in infant mental health with over 300 hours from the Harris Institute and she

has a MS in Social Work. Colleen Williams has over 20 years of experience in community mental health settings and private practice, including extensive work with low-income young children and their families. She will complete a mental health classroom observation in each HS classroom and will make recommendations to the teaching staff and coaches about strategies and teaching practices that will enhance the socio-emotional climate of the classroom. Based on an aggregation of those observations, she will provide in-service training for teaching staff as well as contribute to the school study team meetings (held to discuss the progress of children with diagnosed disabilities as well as pending cases). Ms. Colleen William will also provide short term family counseling, play therapy and at-risk and crisis counseling, all designed to gather information needed to refer children and families to local services.

A second mental health resource will be those community agencies whose specialties are serving children and families in crisis. Gadsden County HS has an ongoing referral relationship with the Thornwell Group, the local community mental health provider for Gadsden County, so that HS children and families can receive longer-term interventions that Gadsden County HS does not provide. The services of the Thornwell Group will be available to HS staff, a benefit that is shared with all staff at the time of their hire.

Gadsden County HS will also utilize its relationship with the Early Learning Coalition of the Big Bend. This organization provides trained counselors and therapists whose services are directed to support persons in need. The staff also will provide training to the Gadsden County HS staff about the challenges that children and families face during treatment and how the HS staff can provide appropriate support.

Observing Teacher-Child Interactions: The Gadsden County HS plan for observing teacher-child interactions in HS will build on current strategies already in place at the classroom level. The Classroom Assessment Scoring System (CLASS) will be used throughout the school year to assess the quality of teacher-child interactions in every HS classroom. All observations will be conducted in the HS classrooms by the Gadsden County HS Program Specialist (certified CLASS trainer), HS Education Coordinator, HS coaches who are Preschool CLASS-certified, and observers from the Early Learning Coalition of Big Bend (ELC-Big Bend). The scores will be analyzed and used by the Gadsden County HS education team for continuous improvement.

Gadsden County HS will take multiple steps to ensure they are reliable in their scoring of CLASS observations. Gadsden County HS previously only used CLASS observers from the ELC-Big Bend, however they will use results from the HS Program Specialist, HS Education Coordinator, and HS Resource Teacher/Coaches, to ensure the classroom goals are created collaboratively with teachers, teaching strategies are implemented, teaching practices are improved, and progress is tracked in every classroom.

The multiple uses of this information, provide insights as to how Gadsden County HS will use CLASS data in the classrooms. First, the individual results will be shared with each HS teacher, and the teacher and her/his supervisor will use the information to refine that teacher's individual professional development plan. Improvement strategies could include additional on-line or in-class coursework, observation of another teacher's performance or entering into a mentor teacher agreement.

This latest strategy – mentor coaching – has been instituted with all classroom teachers after the fall 2018 CLASS results were analyzed along with the results of the 2017 Federal CLASS monitoring visit. It was determined which teachers needed specific suggestions and follow-up

support in order to provide emotional support for children's social development, and classroom organization. Through a variety of teacher-child interactions and suggestions Resource Teacher/Coaches will implement the Practice Based Coaching model and use the NCQLT's *Engaging Interactions and Environments* in-service suite to support their individualized work with each teacher.

The second use of CLASS data will involve aggregating scores across domains and subdomains. The leadership team, led by the Education Disabilities Coordinator and Program Specialist, will determine which teaching strategies represent the program's strengths and which strategies need further attention and improvement. For example, the fall 2017-18 CLASS results showed a program-wide improvement in instructional support. However, the domains of emotional support and classroom organization either stayed the same or showed a small decline. Hence the continuation of coaching for the 2019-20 year will concentrate on individualized teacher professional development plans designed to improve teaching strategies in those two areas. The CLASS data also will be used to sharpen the skills of the Gadsden County HS CLASS trained observers as described above. Gadsden County HS anticipates using these practices in the 2019-2020 school year and then aggregating the data and using it to influence the development of its 2020-2021 training plan.

Child Assessment: Gadsden County HS proposes to use the *Learning Accomplishment Profile -3 (LAP-3)* as the child assessment tool in the HS program. This tool was selected by the staff, PC and Board for several reasons. Because the *LAP-3* assesses children's progress from birth to age five, its use supports a seamless transition of children into the HS program. In order to maintain scoring reliability, teachers will receive training during preservice about using *LAP-3* to

translate their observations and other data into determinations as to the degree to which a child has mastered or is mastering a specific skill. Teachers will observe and record information as part of their daily and routine interactions with children in their classrooms using laptops with Internet access, so they can work in the web-based system. Outcomes information for each child will be compiled each year in October, February and May. The program's child outcomes data will be aggregated then as well.

The child outcomes information will be used in three ways. First, HS teaching teams will provide individualized experiences for each child, based on an analysis of the strengths and areas of growth for each child. These analyses will be shared with parents, who will be partners in the determination of those individualized experiences. This sharing and planning will occur during the two in-class meetings and two home visits that will be scheduled with each family. If additional consultation with parents is needed, those will be scheduled at the parents' convenience and choice of either a home visit or a classroom meeting. The basis for these discussions will be the Family Conference Form that is produced by the *LAP-3* system.

Child outcomes information also will be used to determine the health and progress of Gadsden County HS in meeting its program goals, including the school readiness goals discussed above. HS child outcomes data will be aggregated in October, February and May of each year. The data will be reviewed with individual teachers and in center groups. Teachers and staff will provide input to identify additional professional development and varied classroom strategies. The HS Director, Education Disabilities Coordinator, Program Specialist, Resource Teacher/Coaches, Policy Council and School Board members will review the results through several perspectives, one of which is the degree to which progress is being made in meeting the school readiness goals. A second perspective will be the differences across the different

variables, with the intent of discerning where Gadsden County HS might need to change its classroom practices, its materials, its teaching training or other program improvement strategies, in order to reduce outcomes differences or deficits. The education team will then make recommendations to the Gadsden County HS leadership as to what improvement strategies are recommended.

Conveying information about the results of HS efforts will be the third use of the child outcomes information. HS staff will prepare a series of reports designed to convey information to various stakeholders about the status of HS accomplishments across each of the five domains. These reports will be presented to the PC and School Board three times each year and to the School District and other partners once per year. The end-of-year analysis also will be included

Coordination with Community Partners: Gadsden County HS will build on its current partnerships with local community agencies to coordinate and enrich services to the children and families that will be served through this HS proposal. As described above, Gadsden County HS works in unison with Gadsden County School District, the Part B agency, detailing services for HS children with disabilities. Gadsden County HS has a written agreement with Children’s Medical Services, the Part C agency for referrals of children turning three years old and has a similar agreement with Florida State University EHS. Gadsden County HS also has a longstanding relationship and agreements with other agencies to provide an array of free or reduced priced services to HS children and families.

EHS services to pregnant women and transitions: Gadsden County HS will not provide EHS service to infants and toddlers. Florida State University provides EHS services in Gadsden County.

Parent Engagement: Gadsden County HS will offer multiple opportunities for HS parents to engage in activities that help them become full partners in the education of their children. The first opportunity occurs during the recruitment and enrollment processes when Gadsden County HS family service program assistants use the data-gathering process to establish initial welcoming relationships with incoming families. Once children and families are assigned to a center, the family service program assistant meets with each family to discuss an individual family partnership agreement and plan that build on the family’s strengths to support economic, parenting, education and personal well-being goals. Throughout the program year, the family service program assistants refer parents to local programs and agencies that have available resources (e.g. GED training for those wishing to obtain a high school diploma) which can help meet those individual goals.

For those families in crisis, family service program assistants and other Gadsden County HS staff will mobilize to support those families’ securing necessary services. This is where Gadsden County HS’s many linkages to other community agencies will be useful, since family service program assistants and others will know who to contact for immediate housing, clothing, medical and other emergencies.

Family engagement also will be facilitated by opportunities for parents to receive information, experiences and training on a variety of topics. To ensure parents are fully aware of upcoming parent and child events, Gadsden County School Board implemented “Parent Link.” Parent Link is a secure communication tool that sends messages to parents via phone call or text messages. It enables staff to inform and remind parents well in advance of meetings, school activities, and upcoming educational events, thereby increasing parent participation. Gadsden County HS

continues to have a Male Involvement Program which encourages and recruits significant male figures in the family's homes such as fathers, uncles, grandfathers, etc., to actively participate in male-driven activities.

Gadsden County HS will utilize a previously-developed series of monthly Parent Service Projects (PSP) focusing on topics of interest to HS parents, including but not limited to: Cancer awareness, fire safety, tax preparation, pediatric dentistry, substance abuse, and pedestrian safety. Center Parent Committees can choose which of these PSPs will be offered at the center and the Parent Involvement Coordinator will support that training. Alternatively, a Parent Committee may decide to explore another topic. The Gadsden County HS staff will assist parents in developing the experiences and training that speak to that topic.

Longer-term training and support also will be available to parents and offered through a research-based family curriculum, the *Nurturing Parenting* curriculum, which Gadsden County HS is currently implementing. This evidence-based eight session set of experiences is designed to provide parents with a basic knowledge of child development as well as strategies to encourage positive behavior and prepare children for school success, given its keen focus on brain development and school readiness. This series of trainings will be facilitated by the Parent Involvement Coordinator.

As part of its parent engagement opportunities, Gadsden County HS will support each center's Parent Committee by encouraging all parents to actively participate in its meetings, and by providing training in how to conduct efficient and effective meetings. Gadsden County HS recognizes that most HS parents' participation in program governance and operations will be at the center level, therefore devoting staff time and resources to parent meetings is critical if

parents are to have opportunities to successfully function as a member of a decision-making group. Members of the local Parent Committees will be elected to be on the Gadsden County HS Policy Council and thus will have further decision-making experiences.

As a result of its years of experience engaging HS parents, Gadsden County HS is aware of challenges that families encounter participating in the many opportunities to be involved in the program and their child's education. In rural parts of Gadsden County, reliable transportation can prevent parents from participating in HS events. Many families do not have cars and there is no public transportation. Gadsden County family service program assistants will assist parents to ensure they have a reliable means of transportation to and from parent events, trainings, Policy Council meetings. Gadsden County HS provides child care services at each parent meeting.

A second challenge is the many time demands placed on HS parents, especially for those families whose members are holding down multiple part-time jobs and/or experiencing crises. Gadsden County HS staff will strive to schedule Parent Committee meetings and training sessions at times convenient to the majority of parents, including nights and weekends. Use of social media and Parent Link as an alternate strategy for keeping parents informed and engaged will be used, since many younger parents are very comfortable communicating with staff and each other through texting, Facebook, Twitter and other formats.

A third barrier to participation could be language, given that English is a second language for an increasing number of HS families. However, two of the Gadsden County HS child development staff are Spanish speakers and the school district has at least one Spanish speaker at each of their schools that may be used as needed. All materials and communications are created in both languages and the main office telephone system has an option for persons preferring to communicate with a Spanish speaker. Because Gadsden County HS has taken proactive steps to

address the needs of this population, this potential barrier has not prevented the Spanish-speaking community from becoming active participators in our HS program. During the 2018-19-year Gadsden County HS served 38 children with Spanish as their primary language.

Gadsden County HS utilizes the Parent and Family Community Engagement (PFCE) framework for partnership plans and goal setting for parents utilizing a data driven module in ChildPlus that results in the program being able to measure parent and family outcomes. Family partnership plans and subsequent goals are set within 90 days of enrollment or before, if possible. Family partnership plans are monitored throughout the year with outcomes assessed at the beginning and end of the school year.

Licensing Requirements: Gadsden County HS already has the facilities that are needed to support this proposal. The sites are approved through the Florida Department of Education for the preschool children. Table 1 lists each site. Because facilities and staff already are available and approved, HS services can begin immediately upon receipt of the Notice of Award from

Availability of Facilities: As noted above, facilities for center-based services are now available.

Alternative Service Provision: Because approved classrooms, facilities and competent staff are already available, no alternative service plan is needed.

Plan to Acquire Facilities: Gadsden County HS does not propose to acquire facilities

Hiring Staff: Due to Gadsden County Schools serving as the current HS grantee for this service area, Gadsden County HS already has qualified staff to operate the proposed program.

As vacancies occur, Gadsden County HS will continue to fill vacant positions and train new staff with the goal of being fully staffed throughout the program year.

Proposed Management Team: Mr. Roger Milton, Superintendent of Gadsden County Schools holds a Bachelor of Science in Computer Technology. The Head Start Director is Ms. Carolyn Harden. She has over 33 years-experience in HS with 14 years' experience as a HS Director. She holds master's degree in Leadership and Supervision since 2004 and a bachelor's degree in Social Work. Before becoming the HS Director, she held the positions of Disabilities/Transition Coordinator, Health Coordinator and Family Services Coordinator.

Each member of the current Gadsden County HS management team brings appropriate education, training and experience in HS operations as well as knowledge in their respective fields. The organizational chart that lists their positions, as well as those of the staff they will supervise, is in the Appendix.

Ms. Cynthia Hayes Riley is the Education/Disabilities Coordinator for Gadsden County HS. She was formerly a Resource Teacher and a Certified Teacher within the HS program. She has 24 years-experience in Head Start. She also has experience within the Gadsden County school district as a Program Specialist and a first and second grade Teacher. She holds a bachelor's degree in Early Childhood/Elementary Education as well as a Management and Childcare Credential. She is a certified preschool CLASS observer as well.

Ms. NiAra Simone' Randolph is the Health Coordinator for Gadsden County HS for the past three years. She is a Certified Dental Assistant and previously was a certified PreK Teacher for the Gadsden County School District as well teaching Kindergarten and 2nd grade. She is also certified by the Florida Department of Education in Exceptional Student Education.

Ms. LaKysha Perkins will serve as the Family Service Coordinator. She has been in that role for two years. Formerly she was the Home Instruction for Parents of Preschool Youngsters

(HIPPY) Coordinator for the School District and a Principal's assistant. She holds a master's degree in educational leadership, bachelor's degree in Social Work and an associate degree in

Effective Financial Management Capacity: Gadsden County School District and the HS program has demonstrated their capacity to provide effective fiscal management of a HS program. Leadership for this effort will be provided by the District Finance Director, Bonnie Wood has a master's in Educational Administration and has served in this position since July 2017, however formerly she was the Academic Affairs Business Manager for University of North Georgia from 2013 to 2017. Additionally, previously she was the Assistant Superintendent for Business and Finance for Gadsden County School District for 7 years. She also advises the School Board on fiscal management when appropriate.

The agency has a Fiscal Manual that details all policies and procedures for handling the over \$2 million dollars in HS funds that it receives each year, including fiscal control and accountability procedures. The School District uses Skyward accounting software. Skyward is utilized to support the fiscal management system including the following modules: General Ledger; Cash Receipts; General Journal; Budget Preparation; Cost Allocation; Accounts Payable; Payroll; Timesheet Accounting; Financial Reporting; and Security. Gadsden County Schools currently has an approved indirect cost rate of 3.91% from the Florida Department of Education. It covers such costs as the annual audit, accounting, human resources, information technology and administrative functions. Other common costs that is covers include communication costs such as telephone, internet and cell phones as well as clerical help for the administration.

Gadsden County School District annual audits currently are conducted by the state of Florida Auditors General Office. The Head Start audit is included in the overall school district audit.

There were no findings within the 2018 audit for HS.

Staffing and Supporting a Strong Early Learning Workforce

Management Competence: The education and experience of the HS Director and the three coordinators that comprise the leadership team are above The HS Director will be responsible for the overall direction and implementation of the HS program. She will work closely with the PC and School Board to support their oversight responsibilities and will be an active participant in various community groups in both counties. She also supervises each of the three Coordinators that comprise the HS management staff.

The Family Service Coordinator will supervise the work of the family service program assistants. The Health Coordinator will provide oversight of the physical, oral and nutritional health services. She will also provide leadership for the collection and aggregation of data and other information used to determine the program's strengths and areas of improvement.

The Education/Disability Coordinator will be responsible for the delivery of the early childhood services at the 7 HS sites. She will supervise the 3 Resource Teachers/Coaches who will observe in classrooms using tools such as the OHS Health and Safety Checklist and the age appropriate CLASS tools, will provide feedback to teaching teams and Elementary Principals. She will provide oversight for teacher's individual professional development plans as well.

Currently, the Resource Teachers/Coachers have bachelor's degrees, all in early childhood or a related field. The daily interactions with children and families will be delivered by staff persons whose formal education and training is both extensive and appropriate, as evidenced by the credentials of the current Gadsden County HS staff. For the 2018-19 year, for example, five teachers had an advanced degree and 11 had a baccalaureate degree. Teacher Assistants are well qualified. For 2018-19, of the 17 positions, seven have a bachelor's degree, two have an associate degree, two have a CDA Credential with one enrolled in a bachelor program, six have a high school diploma with five enrolled in a CDA program and two enrolled in an associate level program.

Attracting and Retaining Qualified Staff: Gadsden County HS will utilize its staff recruitment plan that involves an in-house and community-wide network to advertise all vacant positions. These include local, county and state government offices and web sites, as well as those of entire school district and other human service organizations such as Florida State University. Social media options are utilized as appropriate. All postings include both minimum and desired qualifications as well as a job description that lists specific duties of the position.

For every position, a team of appropriate Gadsden County HS staff and coordinators will screen all applications, identify those who meet or exceed the minimums, create an interview protocol, select interviewees and conduct interviews. Interviews are conducted by a panel of members which include appropriate HS management staff, school district staff, as well as a current HS parent who is also a member of the Policy Council. As part of the interview protocols for education and disabilities positions, questions will include that tap into the interviewee's knowledge of the developmental information in the OHS Framework, with

emphasis on its practical application in the classroom. Throughout the interview, questions that focus on the applicant's commitment to high quality services will be asked as well. Final selections to fill vacancies will be made by the HS Director, school district staff, and the Policy Council, based on the interview teams' recommendations. Required background checks will be conducted prior to hiring with a review of the results being assessed to ensure the applicant is suitable to work with children and families.

It has been Gadsden County HS's experience that retaining competent staff has three components. First, compensation, including salary and fringes, must be competitive with that offered by similar local early childhood and human service programs. Data from Gadsden County HS 2017 Wage Comparability Study, conducted by the Florida HS Association, demonstrated that salary and fringe benefits are commensurate to similar positions in the school district and above those of other HS program or human service programs. The Gadsden County HS program pays HS Teachers on a salary commensurate to other certified Teachers within the school district, as it also does its Teacher Assistants. Included in the fringe benefits are paid time off, which incorporates sick and personal leave time as well as holidays. Paid time off is earned according to the number of months each employee works and is paid monthly. HS program provides education assistance in the form of tuition reimbursement for courses related to an employee's work when the HS employee is not eligible for the TEACH scholarship. This amount can be found in the training/staff development line item in the budget.

This policy reflects Gadsden County HS's commitment to providing staff with the knowledge and tools necessary to successfully provide high quality services to our children and families.

Gadsden County HS offers its employees group health, dental and vision plans with the costs shared by the school district and the employee. Also provided at no cost to the employee is a \$25,000 term life insurance policy and accidental death and dismemberment policy. Other plans such as AFLAC and American Fidelity are available on a pretax basis to all employees who pay the entire cost of both plans. Gadsden County HS participates in the Florida state retirement plan with the amount of the yearly contributions determined by the state legislature. As noted above, these fringe benefits are comparable to those offered by other school districts in the local area.

The second component is a work environment that values and recognizes performers of high quality. Gadsden County HS demonstrates that commitment through linkages between each staff member's performance appraisal and individual professional development plan, and through its policy of promoting from within the agency when appropriate. The third retention component is an emphasis on each person's improving her/his knowledge and skills through ongoing and consistent training opportunities linked with the challenge of learning something new that will impact one's work. These opportunities are described in section below.

Career Development Opportunities: Gadsden County HS has established a two-pronged approach to the professional development of all HS staff that will be utilized if this proposal is successful. The first prong is a yearly performance appraisal system that utilizes a district wide form but is individualized through the use of each person's job description. Both the employee and supervisor complete the form, which requires identifying the employee's strengths and areas of needed improvement. The supervisor's input is based on her/his ongoing monitoring and observations of the staff persons during the year, as well as input from other school district staff

(e.g., Principals and Resource Teachers/Coachers), indices of quality and quantity of service (e.g. CLASS observations; child outcomes; family outcomes) and the employee's progress towards meeting last year's performance goals identified in her/his professional development plan. A face-to-face discussion results in a final evaluation that will link to an amended professional development plan that includes goals and objectives as well as specific strategies to meet them.

For teaching staff who chose to participate as part of their professional development plans, Gadsden County HS will continue its coaching initiative, using *Practice-Based Coaching*, a program that was chosen in part because its underlying research suggested that positive changes in teacher behavior occurred as part of their participation in this coaching strategy. All three Resource Teacher/Coaches have been trained to implement this strategy, which focuses on using effective everyday teaching practices that contribute to children's school readiness. Because the Resource Teachers/Coaches do not supervise the teachers, it is possible to build a trusting relationship that supports the teacher's trying new skills and receiving comprehensive feedback. The teacher and coach together will share the results of the teacher's progress with the Elementary Principal, as appropriate.

The second prong of the professional development strategy is a series of training opportunities designed to ensure a core knowledge base for all HS employees, service area specific information and skills and unique content that derives from an identified need across employees or a new Federal or state mandate. The core knowledge base is assured first through orientation sessions that are required for all new employees. These sessions describe history and goals of Gadsden County School District and of HS, with emphasis on the requirements of the Performance Standards and the strategies that Gadsden County HS uses to implement them,

including child neglect/abuse reporting procedures and health/safety checks. The Human Resource Department also walks new employees through the requirements and paperwork for receiving monthly pay and obtaining fringe benefits.

To ensure that veteran HS employees maintain that core knowledge base, a series of sessions that are offered every year, often during preservice, the content of which is driven by funding or regulatory requirements. Topics covered include the following: First aid; child abuse and neglect identification and reporting; transitions; needs of homeless, limited English proficiency and disabilities children and their families; and daily health and safety checks. The goals of the agency and the HS program are reinforced, as are the School Readiness Goals that Gadsden County HS has adopted. In addition, each service area will offer training on topics that specific to its work. For example, family service staff may review the current ERSEA policies to ensure a continued shared understanding of that process. Education staff may have a refresher session on making the link between their child observations and determining developmental progress through scoring in the *Big Day for Pre-k Curriculum* or *LAP-3 Assessment*.

Through aggregation of staff performance appraisals, monitoring reports and the annual self-assessment, the Gadsden County management team will gather information that will inform both the program's content-specific training sessions for the upcoming year, as well as any new training that needs to be offered to all staff. During the most recent review of the above data, the management team determined that all teaching staff would complete training provided by *Big Day for Pre-k* consultant. Also identified was the need to offer training to teaching staff related to the three domains in CLASS, no later than August of 2019. Supporting positive behaviors in

the classroom is a third training that is being offered by the ELC – Big Bend this year, again as a result of the aggregation of data about staff performance.

In addition to Gadsden County HS sponsored training sessions, HS staff are encouraged to pursue additional relevant higher education coursework and/or training designed to improve an employee's knowledge and skills. Gadsden County's tuition reimbursement policy described above offers a visible sign of support for these professional development opportunities.

Gadsden County HS believes that its volunteers and substitutes can have an impact on the quality of our programs. The agency will require a series of short courses designed to ensure that this cadre has knowledge of HS goals, Performance Standards and center operations. This group also will be encouraged to attend all HS training sessions, including pre- and in-service sessions.

Evaluating Job Applicants: As described above, reviewing, screening and interviewing job applicants is a shared responsibility of staff and parents. They will carefully prepare interview questions and scenarios designed to assess the knowledge base of interviewees as well as their capacity to use their past experiences to address challenges that typically are encountered in the daily work of education, family service, health and management staff. Usually the applicants who are best able to integrate their knowledge base, experiences and commitment to quality during the interview are those who are recommended by the team. However, to ensure that the best match has been made, Gadsden County HS has a 90-day probationary period for all new hires, which affords an opportunity for both the new hire and staff to determine if being part of the Gadsden County HS team is a proper "fit."

Planning and Implementation

Licensing Requirements: Gadsden County HS already has the facilities that are needed to support this proposal. The sites are approved through the Florida Department of Education for the preschool children. Table 1 lists each site. Because facilities and staff already are available and approved, HS services can continue without any interruption in services.

Availability of Facilities: As noted in 5.1 above, facilities for center-based services are now

Alternative Service Provision: Because approved classrooms, facilities and competent staff are

Hiring Staff: Due to Gadsden County Schools serving as the current HS grantee for this service area, Gadsden County HS already has qualified staff to operate the HS program.

As vacancies occur, Gadsden County HS will continue to fill vacant positions and train new staff as needed.

Capability of Senior Executive Managers and the Governing Board: The capacity and track record of the senior executive managers – the Superintendent, the District Finance Officer and the HS Director – have been described above. Included in that information are examples of the stellar track record of Gadsden County HS, its fiscal and HS operations. Gadsden County School District maintains a Fiscal Manual that outlines fiscal controls and accountability procedures.

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

Section 642(c) of the Head Start Act states: (c) Program Governance- Upon receiving designation as a Head Start agency, the agency shall establish and maintain a formal structure for program governance, for the oversight of quality services for Head Start children and families

and for making decisions related to program design and implementation. Such structure shall include the following:

(1) GOVERNING BODY- (A) IN GENERAL- The governing body shall have legal and fiscal responsibility for the Head Start agency. (B) COMPOSITION- The governing body shall be composed as follows: (i) Not less than one member shall have a background and expertise in fiscal management or accounting. (ii) Not less than one member shall have a background and expertise in early childhood education and development. (iii) Not less than one member shall be a licensed attorney familiar with issues that come before the governing body. (iv) Additional members shall-- (I) reflect the community to be served and include parents of children who are currently, or were formerly, enrolled in Head Start programs; and (II) are selected for their expertise in education, business administration, or community affairs.

As a public-school grantee in the state of Florida, Gadsden County School District falls under (v) Exceptions shall be made to the requirements of clauses (i) through (iv) for members of a governing body when those members oversee a public entity and are selected to their positions with the public entity by public election or political appointment. As an operating grantee there are no plans in place to modify the organizational structure, however the school district does have a licensed attorney that advises the School Board. The School District Finance Director answers to and advises the School Board when appropriate as does Tammy Farlin, Area Director of Elementary Education. The Board members outlined below are elected for a four-year term.

Name	Qualifications	# of Years on Board
Mr. Steve Scott, Board Chairperson	BA degree in Government, Retired Teacher	4 years
Audrey Lewis Assistant Board Chairperson	MA degree in Speech Pathology, Retired Parent Involvement Coordinator	6 years
Tyrone Smith	BA degree, in Public Administration, Assistant Director of Tallahassee Community College – Gadsden campus and Minister	2 years
Charlie Frost	Owner, operator of trucking company	16+ years
Leroy McMillan	35 year Military Retirement from the Coast Guard; Retired Chief Warrant Officer 4	1

During its monthly meetings, the School Board carefully reviews monthly financial and program reports, all of which are available electronically prior to the meeting. The School Board also uses standing and ad hoc committees for specific purposes to ensure members pay close attention to complex issues such as strategic planning facilities, fiscal operations and audit reports and can then report their findings and recommendation to the full School Board. These strategies are designed to provide effective and consistent oversight of all Gadsden County School District operations, including those of the HS program. The School Board also fulfills its oversight responsibilities by reviewing and approving the HS self-assessment process and the resulting improvement plan, by reviewing and approving all funding proposals and by selecting and

reviewing the work of an independent auditor. Programs plans are in place for each Parent Committee to elect officers as well as a representative and an alternate to the Policy Council, annually at the initial Parent Orientation meeting. Parents develop leadership skills as they gain experience in expressing their views, managing conflict and making decisions. Parent Committee officers also gain experience in the nuts and bolts tasks associated with running a committee, such as parliamentary procedures and the development of agendas.

The membership of the Policy Council includes at least 51% representation of elected parents, (the remainder will be community representatives). The Policy Council will elect its own officers, including the Policy Council Chairperson, Vice Chairperson and Secretary. The Policy Council, has representation from all its sites and program options as well as community representatives. The PC meets monthly to consider and approve items such as the hiring and firing, review of the monthly HS fiscal reports, approval of all funding proposals, the annual self-assessment report and improvement plan and the selection criteria and process for admission into the HS program. PC members report back to their local Parent Committees and bring forward to the PC concerns that parents may have.

As part of each group's commitment to shared governance, the School Board and PC have established protocols for conducting HS business. For items requiring both bodies' approval, the PC considers and approves the items prior to the School Board's review and approval. For occasions when the School Board and PC might disagree on a decision, both groups have developed an impasse policy that complies with the HS Performance Standards. It should be noted that this and the previous policy have not had to be used. To ensure diverse community representation, the PC has designated slots specifically for community representatives who bring

knowledge of local services as well as experience serving on governing boards. These members can serve as role models for parents whose group experiences may not be as extensive.

The use of monthly meetings as well as extensive program and fiscal reports contribute to the School Board and PC's capacity to monitor HS operations as well as its progress in meeting its long-range program goals and school readiness goals. Having the information prior to meetings makes it possible for members of both groups to pose relevant questions and offer suggestions to the Gadsden County HS management team, Superintendent and finance officer.

Both the School Board and PC are involved in the design of the community assessment and the self-assessment. Once completed, the draft of the community assessment is reviewed by both groups. It is not unusual that additional information and implications of the data are offered as a result of these reviews. Both groups pay special attention to what the data suggests influencing the HS program design, site location and long-range planning. Members of both groups are invited to participate in the actual self-assessment, review of the draft report and continuous improvement plan prior to its finalization and submission to OHS.

Over the years, the School Board and PC have had input into the internal monitoring system used by the HS program. The results of the ongoing system are shared with the Board and the PC as part of the HS Director's report three times per year. Of special interest are the child and family outcomes report and the results of the internal CLASS monitoring.

Training of the EEC Board and Policy Council: As noted above, Gadsden County School Board and Policy Council are already in place. No changes are being proposed for either group. Gadsden County HS will utilize its current plan for the training of each group. The new members will receive an orientation on the school district, the purpose of HS, enrollment and

eligibility requirements, HS Act and HS Performance Standards, HS governance documents and reports, HS Management Systems Wheel, HS Management Systems Description and the HS Aligned Monitoring System. The training sessions for the board and the PC are conducted by Peace Consultation Services as well as the Gadsden County Superintendent and the HS Director.

Management Systems: Because of its long-standing commitment to offering services of high quality, Gadsden County HS has developed well-designed management systems that will support the continued implementation of this program. First among those systems is ongoing internal monitoring, which contains numerous data points, the first of which is a weekly review and aggregation of information provided by the ChildPlus Data Management System. At the end of each week, every Family Service Program Assistant will provide the Family Service Coordinator with a report using the PIR function of ChildPlus, so that the HS Management Team will have updated information about level and quantity of services provided to each child and family. Should gaps appear (e.g. a number of children at one site have not had a vision screening), the coordinator can work with the advocate to determine the barriers that are present and create strategies to deliver the service. Another set of available data are the children's accomplishments across the five domains assessed through the *LAP-3 Assessment*. This data will be aggregated three times per year, across several variables, and become part of the Management Team's overall monitoring review process described below.

On-site monitoring for all HS centers will provide a second data point. The HS Health Coordinator will conduct health and safety observations three times per year at each HS site, using a well-defined Health and Safety Checklist that includes all items identified in the OHS Monitoring tool as well as guidelines utilized by the school district and state of Florida. The Health Coordinator will submit reports, conclusions and recommendations for improvement to

the HS Director who will be responsible for addressing both immediate and longer-term remediation needs. Resource Teachers/Coaches will observe once weekly in each classroom, using a variety of tools (e.g. OHS Health/Safety Checklist; Classroom Checklist) to structure those observations. Feedback will be given to each teaching team following each observation. The Education/Disability Coordinator, Program Specialist, the Resource Teacher/Coaches also will observe in each classroom, using the age-appropriate CLASS tool and other instruments as appropriate. Written and oral feedback will be provided to the teaching team and the Elementary Principals with an emphasis on classroom strengths as well as suggested steps for improvement.

This internal monitoring information will be augmented by external monitoring from such sources as the USDA annual monitoring, VPK reviews and OHS reviews. The results of on-site AdvancED accreditation also will be an important data source.

In November, February and May of each year, the Management Team will review all data sets. The goal of the first two meetings is to identify the program's strengths as well as those areas which need immediate and long-range attention. An additional goal of the May meeting is to identify those challenges and issues which will be considered during the planning process.

Gadsden County HS views the self-assessment process as complementary to programmatic monitoring strategies. The self-assessment of the program will occur in April of each year. The Gadsden County HS has an effective system that determines the program's strengths, areas needing improvement, areas needing immediate improvement and recommendations/comments/corrective actions along with a timeline for completion. The program's assessment includes on-site observations, interviews, review of records and school readiness goals. Self-Assessment information plays a role in program planning, the development of long- and short-range goals, and

action plans. There is a procedure in place that outlines the Self-Assessment time schedule, team selection, training, and overall program review. The procedure addresses the method for analyzing findings and identifies the process for developing action plans. That procedure is approved by the Policy Council. Interdisciplinary teams comprised of staff, parents, and the Policy Council, visit each center to assess programmatic content areas of operations and documentation; another team monitors central office functions, including program management, human resources, and finance. Data from each team's findings are compiled to present a complete picture of program strengths and areas needing improvement. The resulting document is the annual Program Improvement Plan, which is presented to both the PC and the School Board. Regular progress reports are discussed at staff, PC, and School Board meetings.

The Management Team and other HS staff as needed, will utilize the data generated from internal and external monitoring and the self-assessment when it engages in the planning process in June of each year. One focus of the planning sessions will be to determine the degree to which program operations have contributed to meeting or exceeding those goals, or alternatively, which operations need to be adjusted in order to make more substantial progress. The results of the session may be an adjustment in the objectives, timetables, activities and resources, or the creation of new objectives. Changes, if any, in the long-range plan will be shared with the PC and School Board, where input and comments will be welcomed. The final plan, particularly the changes in program operations, will be shared with all Gadsden County HS staff during the August preservice each year.

The availability of valid and reliable data is a prerequisite for successful planning, and Gadsden County HS has instituted a record-keeping system to ensure that this happens. Child and family data are collected and entered into the ChildPlus Data Management System by

Family Service Program Assistants. This data is checked weekly for accuracy by the Family Service Coordinator. Child outcomes information is entered into *LAP 3 Assessment* on-line by Resource Teachers/Coaches on a continuous basis, with aggregation occurring three times per year. The Health Coordinator maintains files that include health screenings results and follow ups, along with health histories, and the Education/Disabilities Coordinator maintains files with diagnostic and IEP information. Attendance reports are entered daily by school personnel with family service program assistants reviewing the data weekly. The Human Resource Department maintains staff files, including background and fingerprint check, physical exams, and certificates/degrees/credentials.

Having this number of data sets requires clear confidentiality policies, which Gadsden County describes in its Employee Handbook and reinforces each year at its preservice training. Stated succinctly, the policy requires that no employee shall disclose any information about a child or adult who is being served or was served to anyone outside of the Gadsden County School District, unless so authorized by the Superintendent or one of several conditions is met (e.g. Parental/guardian written consent; legal orders).

Gadsden County School District along with the HS program has put in place procedures to forestall access to its computerized data by permitting access only to those directly working with children and families, or those supervising staff who are responsible for data entry. Data is backed up each evening by the ChildPlus vendor and is available there indefinitely. Hard copies of all records are stored for five years in a locked and secure storage facility.

Because Gadsden County HS has services and sites located throughout the county, it has devised multiple strategies for internal and external communication. All HS staff have a

Gadsden County School District e-mail address and a listserv that allows HS and district management to share news about upcoming events, introduce changes in policy and celebrate the good news from staff and parents. The HS Director provides an in-person update of the program's progress at those occasions where all staff are present, such as the annual pre-service and at least two other all-staff training sessions during the year. HS Management Team and staff meetings are also held monthly.

The Gadsden County School District maintains a Web site (www.gcps.K12.fl.us) and a Facebook page where information about HS services is easily and readily available to the public. The Annual HS Report, with the elements required by the HS Act, is available on the Web site. Gadsden County HS staff are encouraged to use the Web site as a way to access district-wide and HS-specific information. Parents can access district and HS information from the Web site as well. HS Management staff are active members of community groups and Task Forces. They use the meetings and events to keep their colleagues updated about Gadsden County HS accomplishments, activities and progress.

As noted throughout this project, Gadsden County HS is committed to provide comprehensive services to 259 Head Start children and their families in Gadsden County Florida. The School Board, Policy Council and Gadsden County HS staff look forward to continuing our service to low-income young children and their families.

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. Our salaries are in line with the latest wage comparability study completed by the Florida Head Start Association in 2017.

All positions listed below, are allocated to the Head Start/Pre-K Program. Some positions are only allocated to the Head Start Program (such as classroom staff, bus aides, etc.). While other positions (such as Education Coordinator, Family Services Coordinator, Director, and Administrative Assistant, etc.) are allocated between the Head Start Program and the state’s Prekindergarten Program, depending on their duties and responsibilities. When positions are allocated, this assists the program in being more fiduciary responsible, which helps us to provide more services to the children and families we serve.

A. Personnel **\$1,385,324**

<u>Positions</u>	<u># of Staff</u>	<u>Costs</u>	<u>Head Start</u>
<u>Child Health & Dev. Services:</u>			
Health/Mental Health Coordinator	1	44,156	44,156
Education/Disability Coordinator	1	54,105	45,989
Resource Teachers/Coaches	3	117,935	100,245
Teachers	15	541,265	541,265
Teacher Assistant	16	297,503	297,503
Program Specialist	1	53,490	47,600
<u>Family & Community Partnerships:</u>			
Family Services Coordinator	1	51,430	51,430
Family Advocates	4	110,827	110,827
Parent Involvement Coordinator	1	44,112	34,089
<u>Program Design & Management:</u>			
Head Start Director	1	67,716	33,858
Administrative Assistant	1	38,022	32,319
Receptionist (Bilingual)	1	27,559	23,425
<u>Other Personnel:</u>			
Bus Aides	3	22,618	22,618

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 (used to transport meals), and small kitchen appliances. Program supplies are items used in the classroom to ensure all children are given the opportunity to participate fully in the program. Program supplies include, but are not limited to curriculum, child furniture, manipulatives, puzzles, books, mats, cots, pull-ups, wipes, and consumable activity supplies like glue, paper, crayons, markers, paint, etc. that are required to fulfill the school readiness goals of the program. Custodial supplies are also needed for cleaning purposes.

	<u>Head Start</u>
Program/Classroom Supplies	33,925
Office Supplies/Copier Paper	13,000
Custodial Supplies	4,600
Computer Hardware/Ink	12,400
Food Service Supplies	<u>6,500</u>
Total Supplies	70,425

F. Contractual \$65,667

The contractual line item reflects 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. Contractual funds may also be used for medical, dental, and disabilities screenings. These funds would be of last resort if donations or Medicaid did not defray these costs. In addition, to promote and encourage community partnerships, the school board will partner with local licensed child care centers 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 also be provided full-day services at one of the school board's community center.

	<u>Head Start</u>
Health/Dental Evaluations	1,500
Therapy/Speech/OT/PT	2,000
Food Service/Registered Dietician	12,567
Classroom/Playground Maintenance	14,000
Technology Installation/Updates	2,200
Interpretation Services	18,000
Program Compliance/Consultant	7,000
Grounds Maintenance/Office/Centers	<u>8,400</u>

Total Contractual	65,667
G. <u>Construction</u>	\$0
H. <u>Other</u>	<u>\$175,421</u>

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. Field trips will include, but not limited to the following: Museum of History and Science, Challenger Learning Center, Happy Trails Farm, Gulf Specimen Marine Lab, and Theater performances by local high schools. 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.

	<u>Head Start</u>
Utilities/Telephone	16,158
Child Consultant	13,700
Printing/Ads	8,728
Gas/Diesel	1,622
Custodial Services/Maintenance	31,000
Membership	4,286
Local Travel	23,800
Food Costs/Nutrition Services	18,684
Substitutes/Temporary Help	25,600
Training/Staff Development	4,000
Field Trips	15,593
Parent Services/Policy/Male Involvement	<u>12,250</u>
Total for Other	175,421

I. Indirect Cost \$86,759

Gadsden County School Board has a state approved Indirect Cost Rate of 3.91%. This rate is valid for the period of July 1, 2019 thru June 30, 2020. The rate covers the cost of the following: annual audit, accounting, human resources, information technology and administrative functions. Common cost, such as communication (telephones, internet, and cell phone) and clerical for the administration building are all a part of indirect costs.

	<u>Head Start</u>
Indirect Cost/Administrative	86,759
Total Indirect Cost	86,759

Total Travel

\$65,704

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.

<u>Volunteers:</u>	<u># of Vol.</u>	<u># of Hours</u>	<u>Rate</u>	<u>Value</u>
Parents, Community Members	253	2000	8.25	16,500
Total Volunteers				\$16,500

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

	<u># of Children</u>	<u>Cost</u>	<u>Value</u>
VPK Program of Florida	159.63	2,332	370,993
Total			\$370,993

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:	\$183,732
Total Non-Federal Share from State:	<u>\$370,993</u>

Grand Total: **\$545,192**

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	6	Orlando, FL	2,450
FLAEYC	1	3	4	Orlando, FL	2,300
Region IV-Annual	1	4	4	Atlanta, GA	3,200
Region IV-Leadership	1	4	3	Atlanta, GA	2,650
One Goal	1	3	2	Tampa, FL	1,500
FL HS -Parent Conf.	1	4	7	Tampa, FL	<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’s 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

Mental Health Trainings	3,000
CLASS Trainings	600
ChildPlus Trainings	2,500
Big Day for Pre-k Training	<u>1,200</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

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2019-20

Part 1: Identified T/TA Goals

T/TA Goal: (From IPP and AI process): Improve Overall Child Health/Mental Health

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
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>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>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>

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>Training Strategies:</p> <p>a. Train parents on making healthy food choices for their families (newsletters, handouts, trainings, etc.)</p> <p>b. Train parents and staff on appropriate ways to manage challenging behaviors at school and in the home.</p> <p>c. Train parents on various mental health issues affecting both children and adults.</p> <p>d. Train staff on the importance of physical activity in early education (individual and small group experiences)</p> <p>e. Train staff on how to promote healthy eating at school and home.</p>	<p>a. Health Coord./ Consultant</p> <p>b. Health Coord./ Consultant</p> <p>c. Health Coord/ Consultant</p> <p>d. Health Coord/Ed. Coord.</p> <p>e. Health Coord/Ed. Coord.</p>	<p>a. Parents</p> <p>b. Parents/Staff</p> <p>c. Parents</p> <p>d. Staff</p> <p>e. Staff</p>	<p>a. Health Coord.</p> <p>b. Health Coord.</p> <p>c. Health Coord./</p> <p>d. Health Coord/ Ed. Coord.</p> <p>e. Health Coord</p>	<p>a. Dec.’19- June’20& Aug’20- Nov’20</p> <p>b. Dec.’19- June’20& Aug’20- Nov’20</p> <p>c. Dec’19</p> <p>d. Dec.’19- June’20& Aug’20- Nov’20</p> <p>e. Aug’20</p>	<p>a.\$500</p> <p>b. \$750</p> <p>c.\$500</p> <p>d.\$0</p> <p>e.\$0</p>

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2019-20

Part 1: Identified T/TA Goals

T/TA Goal: (From IPP and AI process): Ensure Student Success in the Classroom and in the Community

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

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-kCurriculum, 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 also 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./ FSvc Coord</p> <p>c. Ed. Coord. Res. Teachers</p> <p>d. Ed. Coord. Fsvc. Coord</p> <p>e. Ed. Coord.</p>	<p>a. Dec.'19-May'20& Aug'20-Nov'20</p> <p>b. Aug' 20</p> <p>c. Dec.'19 June'20& Aug'20-Nov'20</p> <p>d. July'20-Aug'20</p> <p>e. Dec.'19-June'20& Aug'20-Nov'20</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: 2019-20

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

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
<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>Parent attainment of FPA 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>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</p> <p>PIR Reports</p> <p>Family Services meetings/agendas</p> <p>Parent Surveys</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 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 Corrd./Consultant</p>	<p>a. Teachers</p> <p>b. Family Svcs. Staff</p> <p>c. Family Svcs. Staff</p>	<p>a. Family Svc Coord. Ed. Corrd</p> <p>b. Family Svc Coord.</p> <p>c. Family Svcs Coord.</p>	<p>a. Dec.’19- May’20& Sept’20- Nov’20</p> <p>b Dec.’19- May’20& Aug’20- Nov’20</p> <p>c. Sept’20</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: 2019-20

T/TA Goal: (From IPP and AI process): Governing Board, Policy Council, and Staff maintain compliance with Required State and Federal Regulations

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
<p>Governing Board, Policy Council, and Head Start Staff will have a greater understanding of Revised Policies and Procedures.</p> <p>Staff proficient in using Data Tracking System.</p> <p>Using Data to support Program Goals (School Readiness and Family Outcomes).</p>	<p>Increased awareness of data as it relates to School Readiness Goals.</p> <p>Increased collaboration between Head Start, Governing Board, and Policy Council.</p> <p>Revised Policies and Procedures</p> <p>Accurate Fiscal Reports.</p> <p>Head Start Program compliance with mandates and standards.</p>	<p>School Board Minutes/Agendas</p> <p>Training Agendas/Sign-in Sheets</p> <p>Fiscal Reports</p> <p>Head Start Monitoring Reports</p> <p>Policy Council Minutes</p> <p>Head Start Director Reports</p> <p>Approved Policies and Procedures</p>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>					
a. Train Governing Board, Policy Council, and Head Start staff on New Performance Standards	a. Consultant	a. G. Board /Policy Council/ H.S. Staff	a. H.S. Director	a. Dec.'19- July'20	a. \$0
b. Train Governing Board, Policy Council, and Head Start staff on how to understand difference between CLASS and School Readiness	b. Consultant	b. G. Board /Policy Council/ H.S. Staff	b. H.S. Director	b. Dec.'19- July'20	b. \$0
c. Governing Board, Director, and Fiscal Staff will be trained on new Fiscal Tracking System Skyward)	c. Consultant	c.G.Board/Director/ Fiscal Staff	c.H.S. Director	c. Dec.'19- Nov'20	c.-\$0-
d. Train Governing Board, Policy Council, and Staff on how to Analyze Data to Support Program Goals.	d. Consultant	d. G. Board /Policy Council/ H.S. Staff	d.H.S. Director	d. Dec.'19- June'20	d.-2,800

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2019-20

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
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	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'19- Nov.'20	\$ 0
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	Consultant/ Family Services Coordinator	All Staff	Cases of child abuse and/or neglect will be identified and reported	Family Services Coordinator	Aug '20	-0-
1302.70(d) Transition training for Early Head Start or Head Start staff and school or other child development staff	Education Coordinator, Consultant	Director, Management Staff, Teaching Teams	Children and families will successfully transition into and out of the Head Start program	Transition Coordinator	April '20	\$1,900
1302.92(a) Orientation for new staff, consultants and volunteers	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.	Director	Dec'19- Nov.'20	-0-
1302.47(4) Safety Training for Staff	Consultant	All Staff and Volunteers	All Staff and Volunteers will promote safety throughout the program year	Health Coordinator	Dec '19- Nov '20	\$1,500

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2019-20

<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. '20</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. '20</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. '20</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. '20</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. '20</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. '20</p>	<p>-0-</p>
<p>1303.72(2)(i)</p>	<p>Transporta-</p>	<p>Bus Drivers/</p>		<p>Transporta-</p>	<p>Aug. '20</p>	<p>-0-</p>

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2019-20

Operate special equipment	tion Director	Monitors	Staff and volunteers will obtain knowledge and skill in operating special equipment.	tion Director		
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. '20	-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. '20	-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 '20	\$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. '20	-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 '20	\$2,650

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2019-20

<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. '20</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. '20</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. '20</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: 2019-20

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 '19 Nov '20	\$700
Bus Driver/Monitor Training	Transportation Director	Family Services Staff/Monitors	Safe and dependable transportation for Head Start children, staff and parents.	Director	July '20	\$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. '20	-0-
Administration of Medication	Health Department	All Staff	To ensure medication is administered properly to children in their care	Health coordinator	Aug '20	-0-
Emergency Preparedness First Aid/CPR	School Safety Coordinator	All Staff	To ensure the safety of children and staff.	Health Coordinator	Aug '20	\$1,600

Gadsden County School Board



2019 - 2020



Head Start/Pre-K Program Improvement Plan

Head Start/Pre-K Program Improvement Plan 2019 - 2020

Children Services

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

Strengths:

- Mental Health Provider 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
- ChildPlus Software is used for effective tracking and monitoring of health information and needs
- Local Health Department has partnered with Head Start Program to combat obesity epidemic in the community
- Active partnership with Smiles Unlimited Mobile Dental Unit that 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
- 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
- Formal Mental Health Referral is being utilized effectively and efficiently by staff/teachers to provide a smooth referral process as well as assisting in meeting the needs of all enrolled children

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
- Obtaining updated information from parents in a timely manner to maintain up-to-date status of all enrolled children

Areas Needing Immediate Improvement:

- Establishing a better way to communicate and obtain up-to-date health records and information for all enrolled children

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 necessary treatments.

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----			-----	-----	-----	-----

- Continue working with parents on healthy food choices for themselves and their family.

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----				-----				-----			

- 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. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----			-----	-----	-----	-----

- Ensure health information is obtained and up-to-date for all enrolled children through follow-ups and consistent communication with parents.

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----	-----		-----	-----	-----	-----

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
- One Resource Teacher is a certified CLASS trainer
- Early Learning Coalition conducts CLASS Observations at least twice per year
- Training availability and accessibility opportunities
- Child Assessment Instrument (LAP-3) with Red-e-Learner database and Florida VPK Assessment with Bright Beginnings database
- Services for children with disabilities provided through school district
- Cooperation between different component areas
- Certified Teaching staff
- ABC Mouse Curriculum (school and home usage)
- Relationship with previous Education Coordinator
- PALS

Areas Needing Improvement:

- Parent and staff awareness of the goals included in the Program's School Readiness Plan
- Parent involvement
- Knowledge of parents and staff as to the importance of social skills training
- Effective teacher interaction and use of appropriate instructional strategies to meet the needs of all children
- 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
- Use of data by Management staff for program planning
- Effective utilization of data to drive instruction

Areas Needing Immediate Improvement:

- CLASS Scores
- Phonological awareness skills

Corrective Actions:

- Distribute and explain School Readiness Plan at Parent Orientation and Pre-Service Training (English and Spanish)

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----	-----		-----	-----	-----	-----

- Use Parent Link to inform parents of events/trainings

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----	-----		-----	-----	-----	-----

- Train parents and staff on the importance of social skills education

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----	-----		-----	-----	-----	-----

- Provide individualized teacher training based on the results of CLASS observations, and data from LAP and VPK assessments

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----	-----		-----	-----	-----	-----

- Train staff on the use of appropriate teaching strategies for children with special needs

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
-----	-----	-----	-----	-----	-----			-----	-----	-----	-----

- Train new teachers on the DLM Curriculum and the LAP-3 assessment

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----			-----	-----	-----	-----

- Distribute CLASS scores by schools (for comparison) to District Administrators and Principals

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
						-----	-----	-----			

- Provide training to staff on process for making referrals for students with disabilities

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
	-----				-----				-----		

- Monitor classrooms with an emphasis on CLASS Domains and address areas of improvement

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----			-----	-----	-----	-----

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
- Participate in an array of community events
- Offered on-site registration to families in their communities
- 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 and follow up

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----			-----	-----	-----	-----

- Establish core interest agenda for The Center Committee meetings.

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----				-----	-----	-----

- Attend professional development opportunities.

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----			-----	-----	-----	-----

- Participate in community events.

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

- Collaborate with Social Services Agencies.

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

- Collaboration between Teaching Team, Staff, and Parents.

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

- Create a marketable brochure.

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----						-----	-----	-----	-----

- Recruit Partnerships.

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----		-----	-----	-----	-----	-----

- Family Service Team participate in Community Events.

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Persons Responsible:

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

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

Strengths:

- Superintendent's priority of Early Education and care for all children, motto "Putting Children First"
- 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 Environmental Health and Safety 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 Assessment, 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 (HIPPY) Partnership
- Professional development opportunities for staff
- Director of Elementary Education partnership with Management Team
- Funds from State Voluntary Pre-Kindergarten Program

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:

- N/A

Corrective Actions:

- Analyzing and using data to support program goals, classrooms (School Readiness), and families (Family Outcomes)

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----	-----		-----	-----	-----	-----

- Management staff becoming proficient in using ChildPlus data system

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----			-----	-----				-----	-----		

- Class support for education staff from consultant

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----	-----		-----	-----	-----	-----

- Training for staff on Fiscal Management system (Skyward)

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----			-----	-----	-----	-----

- Training in Coaching Strategies for Educational Support staff

Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
-----	-----	-----	-----	-----	-----			-----	-----	-----	-----

- Training for key Management staff on roles and responsibilities

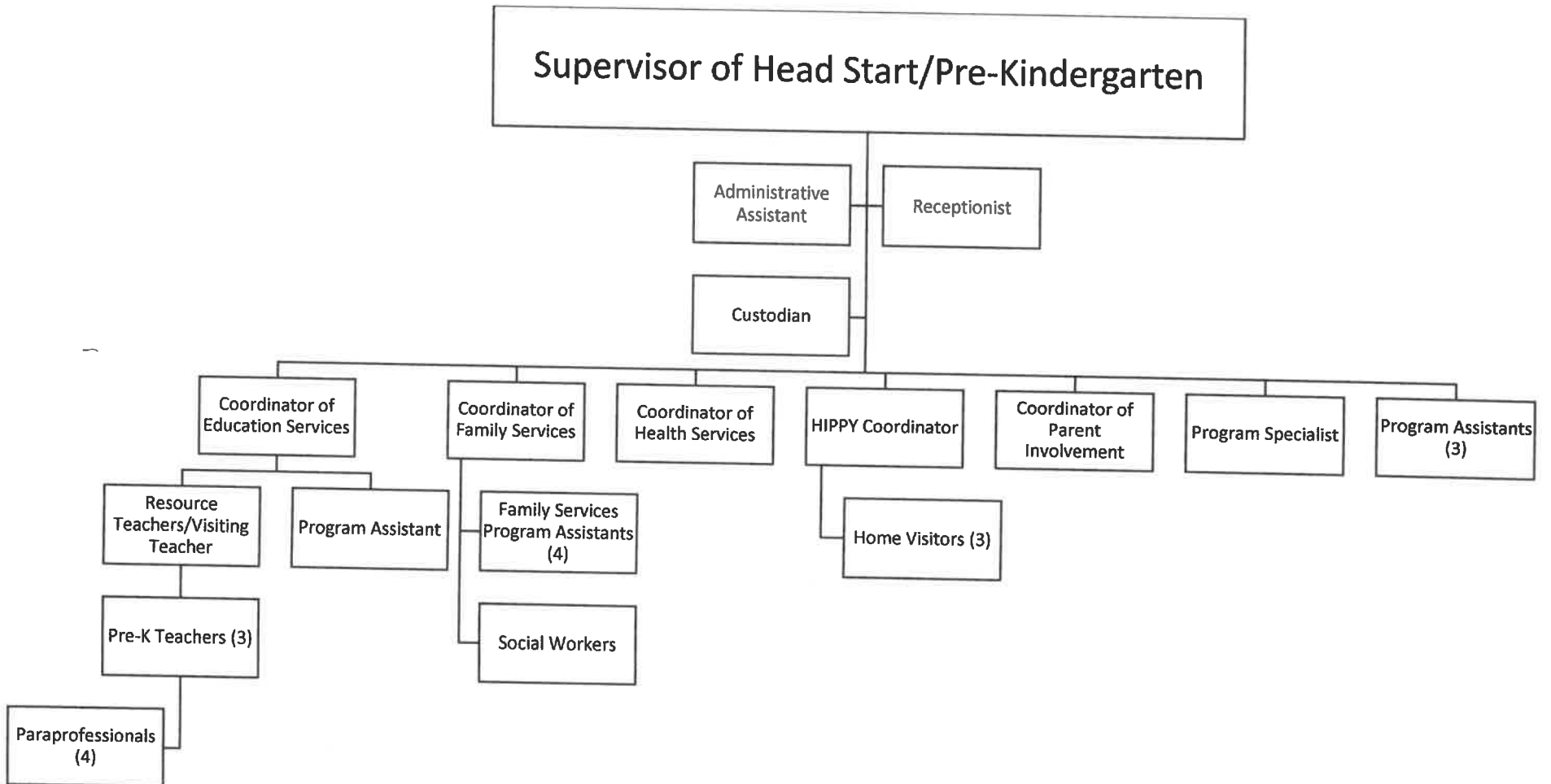
Time Line:

Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020
		-----				-----			-----	-----	

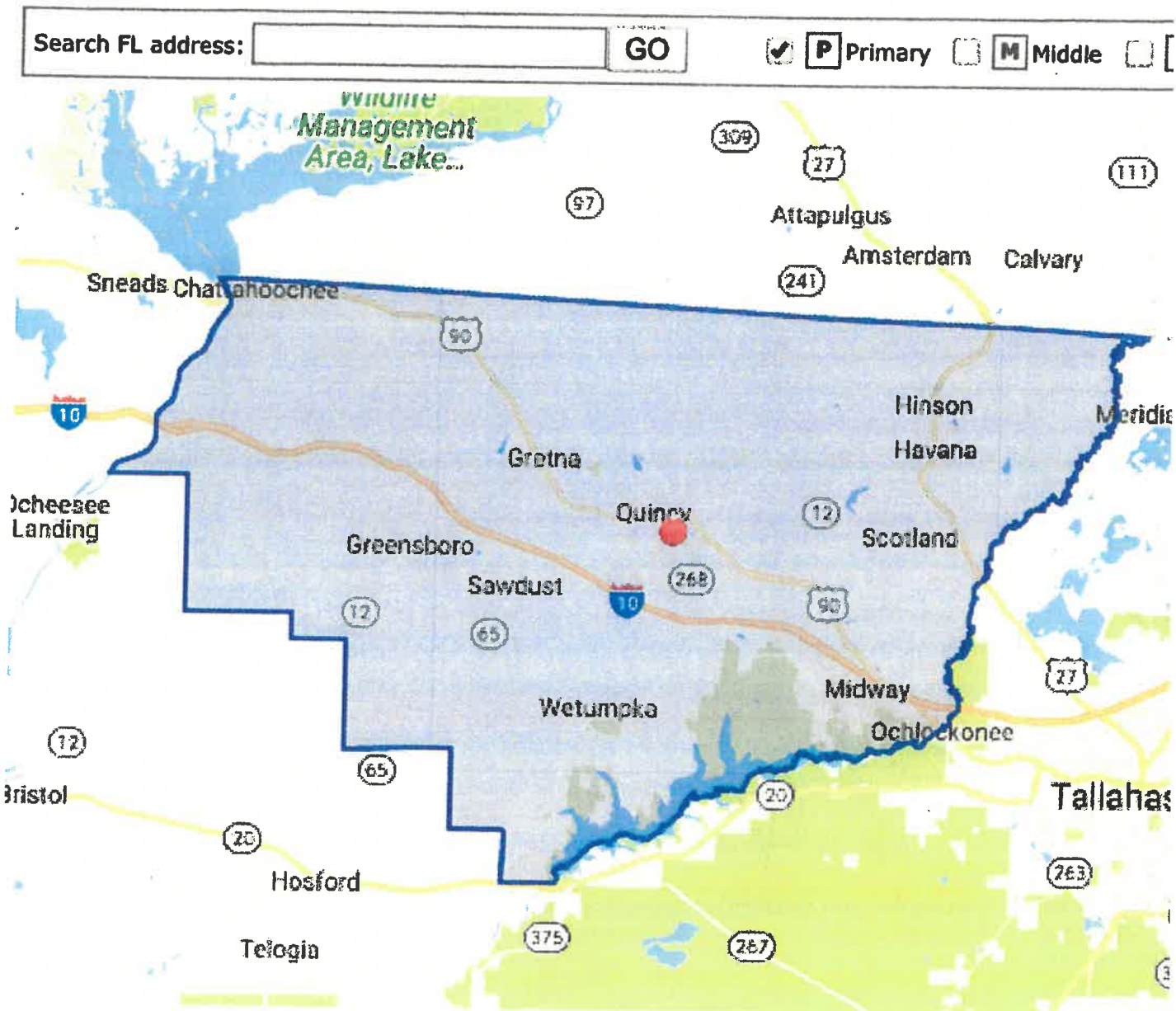
Persons Responsible:

- Program Director

GADSDEN COUNTY HEAD START/PRE-KINDERGARTEN ORGANIZATIONAL CHART



Head Start Program - School Boundaries Map (School Att



<http://florida.hometownlocator.com/schools/profiles,n,head%20start%20program>

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: August 27, 2019

TITLE OF AGENDA ITEM: Custodial Supplies-District Wide

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: Request for School Board approval to extend the agreement for the 2019-2020 fiscal year with Osceola Supply and POSS, LLC for custodial supplies. This is for continuing services that were originally bid with ITB 1718-01.

FUND SOURCE: 110

AMOUNT: Amounts per Bid

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

N/A Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered N/A

CHAIRMAN'S SIGNATURE: page(s) numbered N/A

REVIEWED BY: 



DEPARTMENT OF FACILITIES
THE SCHOOL BOARD OF GADSDEN COUNTY

Roger P. Milton
Superintendent

William B. Hunter
Director of Facilities

805 South Stewart Street
Quincy, Florida 32351
Main: (850) 627-9888
Fax: (850) 875-8795

Email: hunterw@gcpsmail.com

Putting Children First

July 18, 2019

Ms. Heather Bollinger
Osceola Supply, Inc.
915 Commerce Boulevard
Midway, FL 32343

Dear Ms. Bollinger,

In preparation for the upcoming fiscal year, we are contacting you in reference to ITB No. 1718-01 Custodial Supplies-District Wide. We would like to extend this agreement, pending School Board approval, through the 2019-2020 fiscal year providing the same service and cost as noted in the original agreement. Please review the specifications and terms of your original agreement, provide your response and return this letter to my office no later than Friday, August 2, 2019. This response can be provided by mail or fax to the above referenced contact information or via email to odonnella@gcpsmail.com.

[X] I agree to extend our services at the same price and schedule as the original agreement (ITB No. 1718-01) starting July 1, 2019 through June 30, 2020.

[] I do not wish to extend this agreement for the 2019-2020 fiscal year.

Heather Bollinger
Signature

7-22-19
Date

We anticipate this extension request being placed on the agenda for the August 2019 School Board meeting. Please feel free to contact my office at (850) 627-9888 if you have any questions or concerns.

Sincerely,

[Handwritten signature of William B. Hunter]

William B. Hunter
Director of Facilities

WBH/aeo

Andrey 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 32374
GREENSBORO, FL 32330

Charlie D. Frost
DISTRICT NO. 4
GRETN, FL 32331
QUINCY, FL 32352

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



DEPARTMENT OF FACILITIES
THE SCHOOL BOARD OF GADSDEN COUNTY

Roger P. Milton
Superintendent

William B. Hunter
Director of Facilities

805 South Stewart Street
Quincy, Florida 32351
Main: (850) 627-9888
Fax: (850) 875-8795
Email: hunterw@gcpsmail.com

Putting Children First

July 18, 2019

Ms. Pam Mills, CEO
POSS LLC
3747 Peddie Drive
Tallahassee, FL 32303

Dear Ms. Mills,

In preparation for the upcoming fiscal year, we are contacting you in reference to ITB No. 1718-01 Custodial Supplies-District Wide. We would like to extend this agreement, pending School Board approval, through the 2019-2020 fiscal year providing the same service and cost as noted in the original agreement. Please review the specifications and terms of your original agreement, provide your response and return this letter to my office no later than Friday, August 2, 2019. This response can be provided by mail or fax to the above referenced contact information or via email to odonnella@gcpsmail.com.

[X] I agree to extend our services at the same price and schedule as the original agreement (ITB No. 1718-01) starting July 1, 2019 through June 30, 2020.

[] I do not wish to extend this agreement for the 2019-2020 fiscal year.

[Handwritten Signature]
Signature

7/25/19
Date

We anticipate this extension request being placed on the agenda for the August 2019 School Board meeting. Please feel free to contact my office at (850) 627-9888 if you have any questions or concerns.

Sincerely,
[Handwritten Signature]

William B. Hunter
Director of Facilities

WBH/aeo

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 32324
GREENSBORO, FL 32330

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

Lyrone D. Smith
DISTRICT NO. 5
QUINCY, FL 32351

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: August 27, 2019

TITLE OF AGENDA ITEM: Mechanical Maintenance and Repairs-Continuing Services

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: Request for School Board approval to extend the agreement for the 2019-2020 fiscal year with Key Heating and Cooling and Engineered Cooling Services for district wide mechanical maintenance and repairs. This is for continuing services that were awarded with RFQ 1617:14.

FUND SOURCE: 110

AMOUNT: \$75.00/hourly rate with Key Heating and Cooling
\$80.00/hourly rate with Engineered Cooling Services

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

N/A Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered N/A

CHAIRMAN'S SIGNATURE: page(s) numbered N/A

REVIEWED BY: 



DEPARTMENT OF FACILITIES
THE SCHOOL BOARD OF GADSDEN COUNTY

Roger P. Milton
Superintendent

William B. Hunter
Director of Facilities

805 South Stewart Street
Quincy, Florida 32351
Main: (850) 627-9888
Fax: (850) 875-8795
Email: hunterw@gcpsmail.com

"Putting Children First"

August 12, 2019

Mr. David Key
Key Heating and Cooling
9148 Havana Highway
Havana, FL 32333

Dear Mr. Key,

In preparation for the upcoming fiscal year, we are contacting you in reference to RFQ No. 1617:14 Continuing Services for Mechanical Maintenance and Repairs. We would like to extend this agreement, pending School Board approval, through the 2019-2020 fiscal year providing the same service and cost as noted in the original agreement. Please review the specifications and terms of your original agreement, provide your response and return this letter to my office. This response can be provided by mail or fax to the above referenced contact information or via email to odonnella@gcpsmail.com.

[X] I agree to extend our services at the same price and schedule as the original agreement (RFQ No. 1617:14) starting July 1, 2019 through June 30, 2020.

[] I do not wish to extend this agreement for the 2019-2020 fiscal year.

Signature [Handwritten Signature]

Date 8-12-2019

We anticipate extension requests being placed on the agenda for the August 2019 School Board meeting. Please feel free to contact my office at (850) 627-9888 if you have any questions or concerns.

Sincerely,

[Handwritten Signature]

William B. Hunter
Director of Facilities

WBH/aeo

Audrey Lewis
DISTRICT NO 1
HAVANA, FL 32333
MCDOWAY, FL 32343

Steve Scott
DISTRICT NO 2
QUINCY, FL 32351
HAVANA, FL 32333

Leroy McMillan
DISTRICT NO 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

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

Tyrone D. Smith
DISTRICT NO 5
QUINCY, FL 32351



DEPARTMENT OF FACILITIES
THE SCHOOL BOARD OF GADSDEN COUNTY

Roger P. Milton
Superintendent

William B. Hunter
Director of Facilities

805 South Stewart Street
Quincy, Florida 32351
Main: (850) 627-9888
Fax: (850) 875-8795

Email: hunterw@gcpsmail.com

"Putting Children First"

August 12, 2019

Mr. Steve Gunn
Engineered Cooling
3739 Peddie Drive
Tallahassee, FL 32303

Dear Mr. Gunn,

In preparation for the upcoming fiscal year, we are contacting you in reference to *RFQ No. 1617:14 Continuing Services for Mechanical Maintenance and Repairs*. We would like to extend this agreement, pending School Board approval, through the 2019-2020 fiscal year providing the same service and cost as noted in the original agreement. Please review the specifications and terms of your original agreement, provide your response and return this letter to my office no later than Tuesday, August 13, 2019. This response can be provided by mail or fax to the above referenced contact information or via email to odonnella@gcpsmail.com.

I agree to extend our services at the same price and schedule as the original agreement (RFQ No. 1617:04) starting July 1, 2019 through June 30, 2020.

I do not wish to extend this agreement for the 2019-2020 fiscal year.

Signature

Date

We anticipate extension requests being placed on the agenda for the August 2019 School Board meeting. Please feel free to contact my office at (850) 627-9888 if you have any questions or concerns.

Sincerely,

William B. Hunter
Director of Facilities

WBH/aeo

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 32324
GREENSBORO, FL 32330

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

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

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

DATE OF SCHOOL BOARD MEETING: August 27, 2019

TITLE OF AGENDA ITEM: Gadsden District K-12 Comprehensive Reading Plan

DIVISION: K-12 Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

This request asks the School Board to approve the Gadsden K-12 Comprehensive Reading Plan effective for the 2019-2020 school term. The total funds provided through the Florida Education Finance Program (FEFP) is \$305,134 and should be utilized specifically for "reading". Legislative action ensures that reading is funded annually as a part of the public school funding formula. Funds have been prioritized to meet the needs of the low-performing schools.

FUND SOURCE: FEFP

AMOUNT: \$305,134

PREPARED BY: Tammy McGriff Farlin / Dr. Sylvia R. Jackson

POSITION: Area Director of Elementary Education / Area Director of Secondary 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 _____

2019-20 K-12 Comprehensive Research-Based Reading Plan Guidance

Introduction

The purpose of this guidance document is to help each district create a K-12 Comprehensive Research-Based Reading Plan pursuant to Section 1011.62, Florida Statutes (F.S.).

For the 2019-2020 school year, each district will submit a comprehensive reading plan which continues working toward goals identified in 2017-2018 which were aligned to the [State Board of Education's Strategic Plan](#) through the year 2020.

The goals include achieving the following by 2020:

- Improving overall student achievement on the Florida Standards Assessment - English Language Arts (FSA-ELA) by six percentile points
- Improving overall student learning gains in ELA by seven percentile points
- Closing the achievement gap in ELA between the following subgroups by one-third
 - White/African American
 - White/Hispanic
 - Economically Disadvantaged/Non-Economically Disadvantaged
 - Students with Disabilities (SWD)/Students without Disabilities
 - English Language Learners(ELL)/ Non-English Language Learners

In the plan, districts will make any needed revisions to the previous plan to accomplish the set goals for improvement by 2020 which are equal to, or greater than, the State Board goals. Each district identified interim goals in 2017-2018 and will continue to use these goals to measure progress toward their individual 2020 goals. Districts will continue to ensure that each school in the district is making adequate progress to support the overall district goals for 2020. In the event a district is not meeting its interim goals, *Just Read, Florida! (JRF!)* will contact the district to begin a tiered support process which includes both remote and on-site monitoring. The first step in this process will be for the notified district to identify which schools in the district are not making progress toward the district goal. *JRF!* will review the School Improvement Plan (SIP) for the identified schools in the areas of reading instruction and address potential areas of concern. For districts with large percentages of schools not meeting the goals, site visits will be conducted to review the district responsibilities and implementation of the plan. Additional questions will be asked to determine the effectiveness of the district choices in allocation expenditures as they relate to the district's support of each school's ability to reach the specified goals.

Additionally, districts will be monitored on their ability to make progress toward meeting these goals on the grade 3 FSA-ELA. Districts with a disproportionate number of students scoring at achievement level 1 will be monitored during summer reading camp (SRC). These districts will be asked to respond in more depth as to the effectiveness of their approved plan's ability to reduce the number of students scoring at achievement level 1 on the grade 3 FSA-ELA. Site visits may be conducted to observe the implementation of summer reading camp and to verify that all students have been properly invited to summer reading camp. During this process, the district will provide evidence that all students were accurately identified and provided interventions at the earliest possible opportunity as specified in their plan.

Charter Schools

Charter schools will each receive a proportional share of the reading allocation based on student enrollment. Charter schools should follow and implement their reading plan approved by the district and submitted in their charter agreement. Their expenditures from the allocation must follow requirements in Section 1011.62(9), F.S.

Plan Submission

For the 2019-2020 plan, districts will answer the questions on the following pages for leadership, professional development, reading/literacy coach, identification and intervention supports for students with reading deficiencies, summer reading camps, and if necessary, 300 lowest-performing elementary schools.

The Identification/Intervention Decision Trees (DT1, DT2 and DT3) and the agenda (with corresponding sign in sheet) for the meeting to be held by the Reading, ESE and ELL, MTSS, principal and teacher representatives must be saved separately and emailed to justread@fldoe.org.

All sections are due by **April 30, 2019**, for review. All plans will be reviewed by *Just Read, Florida!* staff, and districts will receive any needed feedback on their plans so that final approval may be completed by **June 1, 2019**. The Florida Department of Education (FDOE) will release funds by **July 1, 2019**, for districts with a fully approved plan.

Due Date	Product	Next Action
April 30, 2019	Initial submission of all sections	Approved: No further action Not approved: Revisions necessary
June 1, 2019	Resubmit required revisions	Approved: Funding released July 1 Not approved: Additional revisions required
January 5, 2020	Financial Report and Improvements in Reading Results	Legislative requirement: The FDOE shall monitor and track implementation of each district plan, including conducting site visits and collecting specific data on expenditures and reading improvement results. By February 1 of each year, the FDOE shall report its findings to the Legislature.

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Tammy McGriff
Contact Email: mcgriff@gcpsmail.com
Contact Telephone: 850-627-9651

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	33	34	30	38	35	38	39

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	39	40	39	42	48	50	52

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						10	9
White/African American	13	12	12	11	14		
White/Hispanic	13	12	8	7	8	7	6
Economically Disadvantaged/Non-Economically Disadvantaged	8	7	10	7	7	6	3
Students with Disabilities/Students without Disabilities	26	25	25	22	28	21	19
English Language Learners/ Non-English Language Learners	14	9	13	9	10	3	1

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

This allocation will fund two district-wide reading coach positions that will function as instructional specialists for reading at the elementary and secondary levels. The Reading Coaches will provide services to all schools, PreK-12, with extensive support to those designated as Differentiated Accountability (DA) schools and listed as Lowest 300 Elementary Schools. Services provided by the Reading Coaches will include (a) instructional support through learning walks to include modeling and coaching, (b) data collection, analysis, disaggregation and application for instructional practice, (c) provision and identification of instructional resources aligned based on data, and (d) the development of standards-based curriculum guides and assessments. These positions will provide regular support to site-based reading coaches and teachers.

The state-mandated Summer Reading Camp for all third grade students scoring Level 1 on the FSA ELA will be funded through this allocation. Funding will support personnel, materials and supplies and transportation, when necessary. During the reading camp, student will receive intensive, differentiated, standards-based instruction, with a focus on the six components of reading. Highly effective teachers are recruited to serve as teachers during the Summer Reading Camp.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

Student progress monitoring data will be collected and reviewed by the Tammy McGriff Farlin, Area Director for Elementary Instruction, Dr. Sylvia Jackson, Area Director for Secondary Instruction and the District Reading Coaches.

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

The table below indicates which data will be analyzed to monitor students' progress towards meeting the district goals.

Grade Level	Tool	Specific Data
Kindergarten – Grade 8	i-Ready Reading	<ul style="list-style-type: none"> • Diagnostic Report, Standards Mastery • Instructional Usage • Class Response to Instruction • Instructional Growth Report
Kindergarten – Grade 2	Star Early Literacy	<ul style="list-style-type: none"> • Screening Report • Growth Report • Instructional Planning (Student) • Progress Monitoring Report
Grades 3 - 8	Star Reading	<ul style="list-style-type: none"> • Screening Report • Growth Report • Instructional Planning (Student) • Progress Monitoring Report • State Standards (Student)
Grades 9 – 12	Unify (formerly Performance Matters) Star Reading	<ul style="list-style-type: none"> • Screening Report • Growth Report • Instructional Planning (Student) • Progress Monitoring Report • State Standards (Student)

C. How often will student progress monitoring data be collected and reviewed by the district?

Student progress monitoring data will be collected and reviewed monthly during curriculum meetings and bi-monthly during the Executive Management Team meetings.

4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

The fidelity of implementation and provision of appropriate interventions will be ensured by the Tammy McGriff Farlin, Area Director of Elementary Instruction, Dr. Sylvia Jackson, Area Director of Secondary Instruction and the Districtwide Reading Coaches.

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

Standards-based instruction in all classrooms is monitored by the Area Directors of Elementary and Secondary Instruction, to ensure fidelity.

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

The Area Directors of Instruction, Tammy McGriff Farlin and Dr. Sylvia Jackson, will require schools to maintain daily lesson plans, ELA curriculum maps, class schedules and monthly fluency records, as needed. Technology-driven supplemental resources, such as i-Ready and Accelerated Reader, will provide real-time data regarding alignment. Evidence will be reviewed monthly by the Districtwide Reading Coaches and during school support visits by the Area Directors. Data trends are discussed with school administrators and strategies are shared to replicate when student performance is positive or needs to be improved. Follow up on implementation of the strategies is conducted by school administrators.

C. How often will this evidence be collected at the district level?

Evidence will be collected monthly to ensure that grade-level standards are aligned to classroom instruction.

6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

The Professional Learning Catalog is managed by the district's Director of Professional Learning, Dr. Ida Walker. The Director, working collaboratively with the Area Directors of Instruction and the districtwide Reading Coaches, is responsible for ensuring that all

professional development activities funded through the Research-Based Reading Instruction Allocation is appropriately entered.

2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?

The total amount budgeted to support in-service activities is \$5000. Funding will be coordinated with federal and other state funds in order to maximize resources.

3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..

Please list the course numbers from your district Professional Learning Catalog which cover this training.

COURSE TITLE	COMPONENT NUMBER
Foundations of Reading Instruction	1-013-501 60
Application of Research-based Instructional Practices	1-013-502 60
Foundations of Assessments	1-013-503 60
Foundations & Applications of Differentiated Instruction	1-013-504 60
Demonstration of Accomplishment	1-013-505 60
Reading	1-013-001
Reading	1-105-011
Reading Instruction (Integrating a Multi-Sensory Approach for Students with Disabilities or other Diverse Learning Needs)	2-100-002
Reading Instruction (Integrating a Multi-Sensory Approach	2-013-002

Reading/Literacy Coaches

The *Just Read, Florida!* office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student

performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

- 1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

The job description that outlines the qualifications for reading/literacy coaches may be found at

<http://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Divisions/DocumentsCategories/Documents/89A%20Reading%20Coach.pdf>

- 2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?**

While there are no school-level reading/literacy coaches funded from this allocation, student performance data is used to determine which schools are served by the districtwide Reading Coaches, who are funded from the Research-Based Reading Instruction Allocation. The coaches support the school-level reading teachers and reading/literacy coaches in analyzing data, determining student reading needs, developing and implementing standards-based lessons, modeling effective strategies and monitoring student progress. Support will be provided proportionately to schools listed as the Lowest 300 and those identified as Comprehensive Support and Improvement (CS&I) and or Targeted Support and Improvement (TS&I).

- 3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

School-level administration at each school has elected to identify school staff to support the reading/literacy needs at the school, as determined by student achievement data.

- 4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

- a. Elementary:1.0**
- b. Middle:0.5**
- c. High:0.5**

- 5. How is the effectiveness of reading/literacy coaches measured in your district?**

The effectiveness of reading/literacy coaches is measured by students' performance outcomes on Star Early Literacy, Star and FSA ELA.

- 6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?**

The total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches is \$124,307.00.

Supports for Identification and Intervention of Students with Reading Deficiencies

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
 - Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
 - DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
 - DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
 - An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;
- * District contacts will create and submit these charts to justread@fldoe.org, as part of their K-12 Comprehensive Research Based Reading Plan.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?

Two districtwide Reading Coaches will be funded through the Research-Based Reading Instruction Allocation. The Reading Coaches will support all schools, with priority given to schools on the Lowest 300 Elementary, CS&I and TS&I schools.

2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.

Student performance data were reviewed to prioritize support and services to schools.

3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:

- a. Elementary:0
- b. Middle:0
- c. High:0

4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?

There are no intervention teachers funded through the Research-Based Reading Instruction Allocation.

5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:

Supplemental instructional materials that may be purchased from the Research-Based Reading Instruction Allocation include leveled classroom libraries, Triumph's Learning Common Core Support, and Journey's Write-In Reader.

6. What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?

An estimated total amount to be expended from the allocation is \$5000.00.

7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.

The district will coordinate with general funds to provide the required intensive, explicit, systematic and multisensory interventions for students in grades K-3.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:**Sarah Knight
2. **Email Address:**knights@gcpsmail.com
3. **Phone Number:**850-627-9651

4. **Please list the schools which will host a SRC:**

Stewart Street Elementary School

5. **Provide the following information regarding the length of your district SRC:**

- a. **Start Date:**June 10, 2019
- b. **Which days of the week is SRC offered:**Monday - Thursday
- c. **Number of instructional hours per day in reading:**5.5
- d. **End Date:**July 18, 2019
- e. **Total number of instructional hours of reading:**110 hours

6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

The district selects only teachers who are highly effective to serve as SRC instructors.

7. **What is the anticipated teacher/student ratio?**

The anticipated teacher/student ratio is 12:1.

8. **Will students in grades other than grade 3 be served as well? If so, which grade level(s)?**

The Summer Reading Camp will run concurrent with the 21st Century Community Learning Center Camp. Students in grades kindergarten through fifth are invited to participate in the 21st CCLC Camp.

9. **What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?**

The final determinant of mastery of standards for students enrolled in the Third Grade SRC will be their performance on the SAT10. In addition, the District will utilize Star as a pre/post assessment tool to document student progress towards proficiency. Progress monitoring will be conducted through i-Ready, using the third diagnostic results.

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction. Given district comprehensive reading plans must be submitted and approved before the list of 300 lowest-

performing elementary schools is released, districts with one or more schools on the list will be notified to submit an addendum with a required due date once the list is available. Each district will be given an opporuntiy to revise portions of their plan if the additional hour impacts the funding of other aspects.

Budget Review

Please use the table below to review your projected expenditures using the following steps:

1. Estimate the proportional share of the allocation which will be distributed to district charter schools.
2. Use the amounts designated in previous sections to complete the remainder of the chart.
3. If necessary, enter the amount utilized for flexible categorial spending as authorized by Section 1011.62(6), F.S. (if this option is utilized, please provide documentation of the school board action required within this section of law).
4. Add all sections together to ensure the projected expenditures do not exceed the amount allocated in 2019-2020.

Estimated proportional share distributed to district charter schools	\$27,958.00
District expenditures on reading coaches	\$124,307.00
District expenditures on intervention teachers	\$0.00
District expenditures on supplemental materials or interventions	\$4,500.00
District expenditures on professional development	\$5,000.00
District expenditures on summer reading camps	\$60,000.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$83,369.00
Flexible Categorial Spending	\$0.00
Sum of Expenditures	\$305,134.00
Amount of district research-based reading intruction allocation for 2019-2020	\$305,134.00

Chart DT1 Elementary (K – 5) Identification /Intervention Decision Tree

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
GRADE K – 2	<p>STAR EARLY LITERACY (FL & District) <i>Assessment Period 1</i> AUGUST/SEPTEMBER 2019</p> <p><i>Assessment Period 2</i> DECEMBER 2019</p> <p><i>Assessment Period 3</i> APRIL 2020</p> <p>I-READY DIAGNOSTIC <i>Assessment Period 1:</i> AUGUST 2019</p> <p><i>Assessment Period 2:</i> JANUARY 2020</p> <p><i>Assessment Period 3:</i> APRIL 2020</p>	<p>IF</p> <p>Students have a scale score of [Grade K: 497 – 529; Grade 1: 603 – 562; Grade 2: 561 – 500] on the STAR Early Literacy or score in Profile 5 on the i-Ready Diagnostic, the overall reading is on or above level.</p> <p>Students have a scale score of 438 – 496 on the STAR Early Literacy or score in Profiles 3 or 4 on the i-Ready Diagnostic, students need intervention.</p>	<p>THEN</p> <p>Benchmark Zone Teachers will provide Tier 1 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards.</p> <p>Intervention Zone Data here shows that students are not progressing adequately. Parents will receive a letter regarding their students’ performance.</p> <p>Teachers will provide Tier 1 and Tier 2</p>	<p>Students meeting or exceeding expectation will continue to utilize the district’s core reading program, <u>Journey’s</u>, with small group instruction provided based on students’ needs.</p> <p>Based on data from the STAR Early Literacy Report and i-Ready diagnostic, students scoring in this zone will receive daily online i-Ready instruction in the lab, small group instruction in the classroom based on the</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
		<p>Students have a scale score of 437 and below on the STAR Early Literacy and score in Profiles 1 or 2 on the i-Ready Diagnostic; students have an urgent need for intervention.</p>	<p>instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards.</p> <p>Urgent Intervention Zone Data here shows that students are not progressing adequately. Parents will receive a letter describing the child's performance.</p> <p>Teachers will provide Tier 1, Tier 2, and Tier 3 instruction using the core reading program</p>	<p>child's performance using Peer-Assisted Learning Strategies (PALS) and regularly scheduled Accelerated Reader sessions. Tier 2 intervention will be documented in <i>Course Codes 5010041, 5010042 and 5010043.</i></p> <p>Based on data from the STAR Early Literacy Report and i-Ready Diagnostic, students scoring in this zone will be identified as having a substantial reading deficiency and will receive Tier 3 instruction that includes intensive, explicit, systematic, and multisensory reading interventions (such as read alouds, word building activities, etc.).</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
			<p>with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards.</p>	<p>Instruction will include activities that employ visual, auditory and or kinesthetic modalities, such as combining movement with speech, where students move sentences around to make paragraphs. The school will not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions; an additional 20 to 30 minutes of explicit reading intervention in addition to the 90 minute block. This time may be provided in the lab or classroom daily. Tier 3 intervention will be documented in <i>Course Codes 5010020</i>.</p> <p>Teachers will use the Instructional Grouping</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
				<p>Profile to determine areas of strengths and weaknesses to target instruction in phonological awareness, phonics, high-frequency words, and vocabulary. Students will also participate in regularly scheduled Accelerated Reader sessions.</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
GRADES 3 – 5	<p><u>STAR READING</u> <i>Assessment Period 1</i> AUGUST/SEPTEMBER 2019</p> <p><i>Assessment Period 2</i> DECEMBER 2019</p> <p><i>Assessment Period 3</i> MARCH 2020</p> <p><i>Assessment Period 4</i> MAY 2020</p> <p><u>I-READY DIAGNOSTIC</u> <i>Assessment Period 1:</i> OCTOBER 2019</p> <p><i>Assessment Period 2:</i> JANUARY 2020</p> <p><i>Assessment Period 3:</i> MAY 2020</p> <p>FSA-ELA February – May, 2020</p>	<p>IF</p> <p>Students have a percentile score at 40 and above on STAR Reading, score in Profile 5 on i-Ready Diagnostic and score Levels 3 – 5 on FSA-ELA, the overall reading is on or above grade level.</p> <p>Students have a percentile score of 25 - 39 on STAR Reading, score in Profiles 3-4 on i-Ready Diagnostic and score Level 2 on FSA-ELA, students need intervention because they have on-level</p>	<p>THEN</p> <p>Benchmark Zone Provide Tier 1 instruction using core reading program with emphasis on skills needed to successfully master Florida Standards by the end of the year. Students will also participate in regularly scheduled Accelerated Reader (AR) sessions.</p> <p>Intervention Zone Data here shows that students are not progressing adequately. Parents will receive a letter describing the child’s deficiency.</p>	<p>Students meeting or exceeding expectation will continue to utilize the district’s core reading program, <i>Journey’s</i>, with small group instruction provided based on students’ needs.</p> <p>Based on data from the FSA-ELA Assessment, STAR Reading and i-Ready diagnostics, students scoring in this zone will receive Tier 2 instruction to include daily on-line i-Ready</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
		<p>phonics, limited to moderate vocabulary and low comprehension.</p> <p>Students have a percentile score of 24 and below, score in Profiles 1 or 2 on i-Ready Diagnostic or score Level 1 on FSA-ELA, students have an urgent need for intervention because</p>	<p>Teachers will provide Tier 1 and Tier 2 instruction using the core reading program with emphasis on skills needed to successfully read grade level text and master Florida Standards by the end of the year. Students will also participate in regularly scheduled Accelerated Reader (AR) sessions.</p> <p>Urgent Intervention Zone Data here shows that students are performing 1-2 grade levels below and not making adequate progress. Parents will receive a letter describing the child's deficiency.</p>	<p>instruction in the lab and small group intensive instruction in the classroom with emphasis on vocabulary and comprehension, utilizing Peer-Assisted Learning Strategies (PALS). <i>Course code to document the intervention is 5010044, 501045, and 501046.</i></p> <p>Based on data from the STAR Early Literacy Report and i-Ready Diagnostic, students scoring in this zone will be identified as having a substantial reading deficiency and will receive Tier 3, <i>documented by enrollment in Course Code</i></p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
		<p>they have below-level phonemic awareness, phonics and limited vocabulary.</p>	<p>Teachers will provide Tier 1, Tier 2, and Tier 3 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards by the end of the year. Students will also participate in regularly scheduled Accelerated Reader (AR) sessions.</p>	<p>5010020, with instruction that includes intensive, explicit, systematic, and multisensory reading interventions (such as read alouds, word building activities, etc.). Instruction will include activities that employ visual, auditory and or kinesthetic modalities, such as combining movement with speech, where students move sentences around to make paragraphs. The school will not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions; an additional 20 to 30 minutes of explicit intervention in addition to the 90 minute block. This time may be provided in</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
				the lab or classroom daily. Targeted instruction will be provided on phonological awareness, phonics, high-frequency words, and vocabulary.

CHART DT2 – MIDDLE (6-8) IDENTIFICATION/INTERVENTION DECISION TREE

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
FSA ELA	April/May 2019	Student scores Level 1	Student scores on i-Ready, STAR Reading, and standards-based assessments are reviewed.	<p>Teachers will provide Tier 3 instruction with emphasis on skills and strategies needed to successfully close the achievement gap. Students will be provided grade level texts to demonstrate mastery of the Florida Standards. Materials and interventions that may be used during small group instruction to provide reading intervention and cognitive challenges include the following:</p> <ul style="list-style-type: none"> • Targeted, intensive reading instruction in deficient areas provided by reading endorsed and or certified teacher(s) in a small group setting during (Course Code 1000010); • 45 minutes of instruction per their instructional path; • Participation in the Accelerated Reader 360 Program; and • STAR Reading Instructional Planning Report
		Student scores Level 2	Student scores on i-Ready, STAR Reading, and standards-based assessments are reviewed.	Teachers will provide Tier 1 and Tier 2 instruction with emphasis on skills and strategies needed to successfully close the achievement gap. Students will be provided grade level texts to demonstrate mastery of the Florida Standards. Materials and interventions that may be used during small group instruction to provide reading

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
				<p>intervention and cognitive challenges include the following:</p> <ul style="list-style-type: none"> • Targeted instruction in deficient areas provided by reading endorsed and certified teacher(s); • 45 minutes of instruction per their instructional path; • Participation in the Accelerated Reader 360 Program; and • STAR Reading Instructional Planning Report
i-Ready Diagnostic	<p>August 2019</p> <p>January 2020</p> <p>April 2020</p>	<p>Student scores in Profiles 1 or 2 on i-Ready Diagnostic, students have an urgent need for intervention because they exhibited below-level phonemic awareness, phonics and limited vocabulary.</p>	<p>Data shows that students are performing 2 or more grade levels below and not making adequate progress. Parents will receive a letter in reference to the student's performance.</p> <p>Teachers will provide Tier 1, Tier 2, and Tier 3 instruction with emphasis on skills and strategies needed to successfully close the achievement gap. Students will be provided grade level texts to demonstrate mastery of the Florida Standards.</p>	<p>Students scoring in this zone will</p> <ul style="list-style-type: none"> • receive Tier 3 instruction in a small group setting during (Course Code 1000010); • be provided instruction based on the instructional grouping profile to determine areas of strength and weaknesses to target instruction in phonics, vocabulary and comprehension and • receive a minimum of 45 minutes or more of on-line instruction each week. <p>Qualifications Teachers selected to provide instruction will have the following: 1) Bachelor's Degree from an accredited university; 2) Reading Endorsed or Reading Certified; and 3) Demonstrated success with at-risk students.</p>

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
		Student scores in Profiles 3 or 4 , student needs intervention because they exhibited on-level phonics, limited to moderate vocabulary and low comprehension	Data shows that students are not progressing adequately. Parents will receive a letter in reference to the student's performance. Teachers will provide Tier 1 and Tier 2 instruction using grade level text to demonstrate mastery of the Florida Standards.	Students scoring in this zone will <ul style="list-style-type: none"> • Receive targeted instruction in deficient areas provided by reading endorsed and certified teacher(s) in Course Code 1001010; • Receive a minimum 45 minutes of instruction per their instructional path; • Participate in the Accelerated Reader 360 program; and • Receive differentiated small group instruction as needed.
		Student scores in Profile 5 , the overall reading is on or above grade level.	Teachers will provide Tier 1 instruction using grade level texts to maintain mastery of the Florida Standards.	Students will maintain enrollment or be enrolled in Course Code 1001020. Student progress will continue to be monitored, providing support through small group push-in/pull-out in areas requiring intervention based on Star Reading assessments.
STAR Reading	August 2019 December 2019	Student scores at or above the 40 th percentile	Student is performing at and/or above the required benchmark.	Students will maintain enrollment or be enrolled in Course Code 1001020. Student progress will continue to be monitored, providing support through small group push-in/pull-out in areas requiring intervention based on Star Reading assessments.
	May 2020	Student scores between the 21 st and the 39 th percentile	Student scores indicate the need for interventions and/or remediation.	Students will receive reading interventions via differentiated instruction based on STAR Reading data.in Course Code 1001010

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
		Student scores at or below the 20 th percentile	Student scores indicate the need for urgent intervention and/or remediation.	Students will receive reading interventions via differentiated instruction based on STAR Reading data. They will receive Tier 3 instruction in a small group setting during (Course Code 1000010);.
<p><i>For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Progress monitoring will be done through the online i-Ready resource. Teachers will utilize the Diagnostic Report, Class Response to Instruction, and Instructional Growth Report to monitor progress. Three district-wide progress monitoring sessions will be administered in August, December and May, utilizing Star Reading. The Screening Report, Progress Monitoring Report, Growth Report and Instructional Planning Report will be used to monitor progress.</i></p>				

CHART DT3 – HIGH (9 - 12) IDENTIFICATION/INTERVENTION DECISION TREE

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
<p>FSA ELA</p> <p>STAR Reading</p>	<p>April/May 2019</p> <p>August 2019</p> <p>January 2020</p> <p>April 2020</p>	<p>Student scores Level 1 on FSA-ELA</p>	<p>Students are 2 or more years below grade level, have an urgent need for intervention and not progressing adequately.</p>	<p>Teachers will provide Tier 3 instruction. Materials and interventions that may be used include the following:</p> <ul style="list-style-type: none"> • Parents will receive a letter describing the child’s deficiency • Student will be scheduled into an intensive reading course (<i>Course Code: 1000410</i>) • Targeted, intensive reading instruction provided by Reading Endorsed/Certified teacher(s) • 45 minutes of online instruction per week utilizing students’ instructional path. • Participation in MyOn, a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade and Lexile® reading level. <p>Student progress is monitored consistently based on responses and overall scores for activities. Progress monitoring will include data from the Star Reading Screening Report, Growth Report and Instructional Planning</p>

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
				<p>Report. STAR Reading will be administered three times per year.</p> <p>Qualifications: Teachers selected for the Intensive Reading course will have the following: 1) Bachelor's Degree from an accredited university; 2) Reading Endorsed or Reading Certified; and 3) Success with at-risk students.</p>
		Student scores Level 2 on FSA – ELA	Students are not progressing adequately. Teachers will provide Tier 1 and Tier 2 instruction using the core reading program.	<p>Students will</p> <ul style="list-style-type: none"> • receive additional instruction using the Close Reader and Level-Up Tutorials to support Tier 1 instruction using the core program • receive instruction with emphasis on vocabulary and comprehension and skills and strategies needed to successfully read grade level text and master Florida Standards during the ELA courses (<i>Course Codes 1001310, 1001340, 1001370 and 1001400</i>) • Parents will receive a letter describing the child's deficiency. <p>Student progress is monitored consistently based on responses and overall scores for activities. Progress monitoring will include data from the Star Reading Screening Report, Growth Report and Instructional Planning Report.</p>

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
		Students have a score of Level 3 – 5 on FSA-ELA the overall reading is on or above level	Teachers will provide Tier 1 instruction using core reading program with emphasis on the skills and strategies needed to successfully read grade level text and master Florida Standards.	Students will maintain enrollment or be enrolled in an enrichment course (<i>Course Codes 1001320, 1001350, 1001380 and 1001410</i>). Dual enrollment will also be available and encouraged.
<p><i>For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Progress monitoring monthly through Acheive3000. Three district-wide progress monitoring sessions will be administered in August, January and April.</i></p>				

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO ADOPT POLICIES**

DATE OF THIS NOTICE: August 27, 2019

The School Board of Gadsden County, Florida hereby gives notice of its intent to adopt Gadsden County School Board Policies.

PURPOSE AND EFFECT: The purpose and effect of these policy adoptions is to establish rules that govern processes while conducting business on behalf of the Board.

RULEMAKING AUTHORITY: Subsection 1001.41(2), Florida Statutes

LAWS IMPLEMENTED: 1000.21, 1001.41, 1001.42, 1001.43, 1001.51, 1002.20, 1002.31, 1002.38, F.S.

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to adopt School Board Policies for the effective operation of the Gadsden County School District consistent with requirements of Florida Statutes and Federal Regulations.

**A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M.
ON:** Tuesday, October 22, 2019

PLACE: Max D. Walker School Administration Building
35 Martin Luther King, Jr., Blvd.
Quincy, Florida 32351

IF A PERSON DESIRES TO APPEAL ANY DECISION MADE BY THE SCHOOL BOARD WITH RESPECT TO ANY MATTER CONSIDERED AT ANY SUCH HEARING, HE/SHE WILL NEED A RECORD OF THE PROCEEDINGS, AND FOR SUCH PURPOSE HE/SHE MAY NEED TO ENSURE THAT A VERBATIM RECORD OF THE PROCEEDINGS IS MADE, WHICH RECORD INCLUDES THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.

NAME OF THE PERSON ORIGINATING THIS RULE:

Roger P. Milton
Superintendent of Schools

NAME OF THE PERSON WHO APPROVED THIS RULE:

Roger P. Milton
Superintendent of Schools

DATE OF SUCH APPROVAL: August 27, 2019

A COPY OF THE POLICIES PROPOSED FOR ADOPTION MAY BE EXAMINED DURING BUSINESS HOURS AT THE MAX D. WALKER SCHOOL ADMINISTRATION BUILDING, 35 MARTIN LUTHER KING, JR. BLVD., QUINCY, FLORIDA 32351.

Roger P. Milton, Superintendent of Schools
For Gadsden County, Florida, and Secretary and
Chief Executive Officer of the School Board of
Gadsden County, Florida.