

AGENDA

REGULAR SCHOOL BOARD MEETING

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

September 24, 2024

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS
5. CITIZEN COMMENTS AND CONCERNS

ITEMS FOR CONSENT

6. REVIEW OF MINUTES – **SEE ATTACHMENT**
 - a. August 27, 2024, 4:30 p.m. – School Board Financial Workshop
 - b. August 27, 2024, 6:00 p.m. – Regular School Board Meeting
 - c. September 3, 2024, 6:00 p.m. – Final Budget Hearing

ACTION REQUESTED: The Superintendent recommends approval.

7. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)

- a. Personnel 2024– 2025 – **SEE PAGE #4**

ACTION REQUESTED: The Superintendent recommends approval.

- b. 2024 – 2025 School Year Calendars – **SEE PAGE #6**

ACTION REQUESTED: The Superintendent recommends approval.

- c. 2024 – 2025 Pay Calendar – **SEE PAGE #11**

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/CONTRACT/PROJECT APPLICATIONS

- a. PAEC Professional Learning Certification Program (PLCP) - **SEE PAGE #20**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Teacher Apprenticeship Program Partnership – **SEE PAGE #22**

Fund Source: N.A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. Unified School Improvement Grant (UniSig) 2024 - 2025 – **SEE PAGE #42**

Fund Source: UniSig

Amount: \$915,350.00

ACTION REQUESTED: The Superintendent recommends approval.

- d. Purchase of School Buses – **SEE PAGE #61**

Fund Source: School Start Time Grant

Amount: \$1,350,290.00

ACTION REQUESTED: The Superintendent recommends approval.

- e. Gadsden Educational Staff Professional Association Agreement 2023 – 2024 Collective Bargaining Agreement - **SEE PAGE #67**

Fund Source:N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- f. Gadsden County Classroom Teachers Agreement 2023 – 2024 Collective Bargaining Agreement – **SEE PAGE #109**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- g. Gadsden County Classroom Teachers Agreement 2024 – 2027 Collective Bargaining Agreement – **SEE PAGE #161**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

9. EDUCATIONAL ISSUES

- a. Gadsden Technical College Out-of-State Field Trip Request – **SEE PAGE #203**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. 2024 – 2025 School Improvement Plans – **SEE PAGE #215**

* Chattahoochee Elementary School – **SEE PAGE #216**

* James A. Shanks Middle School – **SEE PAGE #251**

* West Gadsden Middle School – **SEE PAGE #291**

* Carter Parramore Academy – **SEE PAGE #331**

* Gadsden Central Academy – **SEE PAGE #366**

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

10. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

11. SCHOOL BOARD REQUESTS AND CONCERNS

12. ADJOURNMENT



THE GADSDEN COUNTY SCHOOL DISTRICT

Educating Every Student Today, Making Gadsden Stronger Tomorrow

Elijah Key, Superintendent of Schools

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

Main: (850) 627-9651 or Fax: (850) 627-2760

www.GadsdenSchools.org

September 24, 2024

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 7A Instructional and Non-Instructional Personnel 2024-2025

The following reflects the total number of full-time employees in this school district for the 2024-2025 school term, as of September 24, 2024.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees September 2024</u>
Classroom Teachers and Other Certified	120 & 130	294.00
Administrators	110	52.00
Non-Instructional	150, 160, & 170	<u>363.00</u>
		709.00
Part Time Instructional		4.00
Part Time Non Instructional		<u>3.00</u>
Total		7.00
100% Grant Funded		186.00
Split Grant Funded		<u>21.00</u>
Total Grant Funded of 709 Employees		207.00

Sincerely,

Elijah Key, Jr.
Superintendent of Schools

Cathy S. Johnson
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

Karema D. Dudley
DISTRICT NO. 5
Quincy, FL 32351

AGENDA ITEM 7A INSTRUCTIONAL AND NON INSTRUCTIONAL 2024/2025

INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Akins, Serena	CES	Teacher	09/03/2024
Alday, Rita	CES	Teacher	08/05/2024
Allen, May	HMS	Teacher	09/13/2024
Boykin, Kathryn	RFM	Teacher	08/05/2024
Brown-Evans, Tausha	GCHS	Teacher	09/09/2024
Ford, Rudy	JASMS	Teacher	08/21/2024
Jean Baptiste, Ricarma	WGMS	Teacher	08/26/2024
Kraft, Suzanne	Trinity	PT Teacher	09/03/2024
Sanders, Lavetra	Tallavana	Teacher	08/05/2024
Smith, Tarelle	HMS	Teacher	09/13/2024
Talbott-Newhall, Sharon	Capital Prep	PT Teacher	09/03/2024

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brown, Frances	CES	Educational Paraprofessional	08/27/2024
Carr, Mary	District/ESE	School Social Worker	09/06/2024
Denson, Ja'Maya	Headstart/PreK	PreK Program Assistant	09/09/2024
Foster, Pamela	Headstart/PreK	Educational Paraprofessional	08/21/2024
Frazier-Lee, Laronda	District/ESE	ESE Program Specialist	09/13/2024
Jackson, Derrick	JASMS	Custodian	08/01/2024
Quintanilla, Ashley	District/ESE	ESE Employment Specialist	09/06/2024
Sanabria, Stacy	District/Finance	Chief Account Clerk	09/03/2024
Tillman, Montoyia	District/Federal Programs	Program Specialist	08/27/2024

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

LEAVE

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>End Date</u>
Molano Cardenas, Maria	District/ESE/School Social Worker	10/01/2024	11/15/2024
Richardson, Willie	GCHS/Custodial Assistant	08/23/2024	11/19/2024

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Akins, Delores**	Transportation	Bus Aide	08/08/2024
Brown, Kimberly	District/ESE	Teacher on Special Assignment	09/12/2024
Elias, Sharonda	GWM	School Food Service Worker	08/19/2024
Gatlin-Brown, Keslie	GWM	School Food Service Worker	08/23/2024
Jackson, Derrick*	JASMS	Custodial Assistant	07/31/2024
Maples, Jerome	District	Community Affairs/ PR Coord.	09/09/2024
McGhee, Jennifer	Transportation	Bus Driver	08/12/2024
Ouko, Julius	GCHS	Teacher	08/06/2024
White, Chardae	CES	Educational Paraprofessional	09/26/2024

* Resigned to accept another position within the District

** Corrected date from August 27, 2024 Board Meeting

TRANSFERS

<u>Name</u>	<u>Location/Position</u> <u>Transferring From</u>	<u>Location/Position</u> <u>Transferring To</u>	<u>Effective Date</u>
Paul, Jamila	HMS/Teacher	GBES/School Counselor	09/09/2024

DROP RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>DROP Ends</u>
Henry, Felita	District/ESE	School Psychologist	09/30/2024

SUBSTITUTES

<u>Teacher</u>	<u>Custodial</u>	<u>SFS Worker</u>
Bradwell, Dyronea	Smart, Melissa	Bowen-Deshazier, Carolyn
Brown, Frances		Sanders, Sylvia
Ford, Rudy		Smart, Melissa
Jackson, Dekari		
Taylor, Sherita		

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

Date of School Board Meeting: September 24, 2024

TITLE OF AGENDA ITEM: 2024 – 2025 School-Year Calendars

DIVISION: Academic Services

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

PURPOSE AND SUMMARY OF ITEM:

Approval of the *revised* student and teacher calendar for the 2024-2025 school year.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Lisa Robinson



POSITION: Director of Elementary Education

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 _____

GADSDEN COUNTY SCHOOL DISTRICT

STUDENT CALENDAR

SCHOOL YEAR 2024 - 2025

2024	
AUGUST 12	Students First Day of School
SEPTEMBER 2	Labor Day (District Holiday)
OCTOBER 11	End of the First Grading Period
OCTOBER 18	Half Day
NOVEMBER 1	Half Day
NOVEMBER 11	Veterans' Day (District Holiday)
NOVEMBER 22	Students Out – Planning/Professional Learning Day
NOVEMBER 25-29	Thanksgiving Holidays/Fall Break
DECEMBER 20	End of Second Grading Period – Half Day
DECEMBER 23-31	Christmas/Winter Holidays
2025	
JANUARY 1-3	New Year's Day/Winter Holidays
JANUARY 6	Students Out – Planning/Professional Learning Day
JANUARY 7	Students Return
JANUARY 20	Martin Luther King, Jr. Day (District Holiday)
FEBRUARY 14	Half Day
FEBRUARY 17	Presidents' Day (District Holiday)
MARCH 7	End of Third Grading Period
MARCH 10 - 14	Spring Break (District-wide)
MARCH 17	Students Out – Planning/Professional Learning Day
APRIL 18	Half Day
MAY 23	Students Last Day of School – Half Day/ End of Fourth Grading Period

GADSDEN COUNTY SCHOOL DISTRICT

STUDENT CALENDAR

SCHOOL YEAR 2024 - 2025

2024	
AUGUST 12	Students First Day of School
SEPTEMBER 2	Labor Day (District Holiday)
OCTOBER 11	End of the First Grading Period
OCTOBER 18	Half Day
NOVEMBER 1	Half Day
NOVEMBER 11	Veterans' Day (District Holiday)
NOVEMBER 22	Students Out – Planning/Professional Learning Day
NOVEMBER 25-29	Thanksgiving Holidays/Fall Break
DECEMBER 20	End of Second Grading Period – Half Day
DECEMBER 23-31	Christmas/Winter Holidays
2025	
JANUARY 1-3	Winter Holidays
JANUARY 6-7	Students Out – Planning/Professional Learning Day
JANUARY 8	Students Return
JANUARY 20	Martin Luther King, Jr. Day (District Holiday)
FEBRUARY 14	Half Day
FEBRUARY 17	Presidents' Day (District Holiday)
MARCH 7	End of Third Grading Period
MARCH 10 - 14	Spring Break (District-wide)
MARCH 17	Students Out – Planning/Professional Learning Day
APRIL 18	Good Friday (District Holiday)
MAY 23	Students Last Day of School – Half Day/End of Fourth Grading Period

Approved 3/26/24

GADSDEN COUNTY SCHOOL DISTRICT

TEACHER CALENDAR (196 DAYS)

SCHOOL YEAR 2024-2025

2024	
AUGUST 5	Teachers Report
AUGUST 5-9	Pre-Planning/Inservice Days
AUGUST 12	Students First Day of School
SEPTEMBER 2	Labor Day Holiday (District Holiday) (Teacher Paid Holiday #1)
OCTOBER 7-11	FTE Survey Week
OCTOBER 11	End of the First Grading Period
OCTOBER 18	Half Day - PL/Planning Day
NOVEMBER 1	Half Day - PL/Planning Day
NOVEMBER 11	Veterans' Day Holiday (District Holiday)
NOVEMBER 22	PL/Planning Day (No School for students)
NOVEMBER 25-28	Thanksgiving Holidays/Fall Break
NOVEMBER 29	Teacher Paid Holiday #2
DECEMBER 20	Half Day - PL/Planning Day /End of Second Grading Period
DECEMBER 23-31	Christmas/Winter Holidays
DECEMBER 25	Christmas/Teacher Paid Holiday #3
2025	
JANUARY 1-3	New Year's Day/Winter Holidays
JANUARY 6	Instructional Staff Returns - PL/Planning Day
JANUARY 7	Students Return
JANUARY 20	Martin Luther King, Jr. Day (District Holiday) (Teacher Paid Holiday #4)
FEBRUARY 3-7	FTE Survey Week
FEBRUARY 14	Half Day - PL/Planning Day
FEBRUARY 17	Presidents' Day Holiday (District Holiday) (Teacher Paid Holiday #5)
MARCH 7	End of Third Grading Period
MARCH 10 - 14	Spring Break (District-wide)
MARCH 17	Students Out – Planning/Professional Learning Day
APRIL 18	Half Day - PL/Planning Day
MAY 23	Students Last Day - Half Day - PL/Planning Day/ End of 4 th Grading Period
MAY 26	Memorial Day (District-wide) (Teacher Paid Holiday #6)
MAY 27-30	Post Planning Days
MAY 30	Last workday

GADSDEN COUNTY SCHOOL DISTRICT

TEACHER CALENDAR (196 DAYS)

SCHOOL YEAR 2024-2025

2024	
AUGUST 2	Teachers Report
AUGUST 5-9	Pre-Planning/Inservice Days
AUGUST 12	Students First Day of School
SEPTEMBER 2	Labor Day Holiday (District Holiday) (Teacher Paid Holiday #1)
OCTOBER 7-11	FTE Survey Week
OCTOBER 11	End of the First Grading Period
OCTOBER 18	Half Day - PL/Planning Day
NOVEMBER 1	Half Day - PL/Planning Day
NOVEMBER 11	Veterans' Day Holiday (District Holiday)
NOVEMBER 22	PL/Planning Day (No School for students)
NOVEMBER 25-28	Thanksgiving Holidays/Fall Break
NOVEMBER 29	Teacher Paid Holiday #2
DECEMBER 20	Half Day - PL/Planning Day /End of Second Grading Period
DECEMBER 23-31	Christmas/Winter Holidays
DECEMBER 25	Christmas/Teacher Paid Holiday #3
2025	
JANUARY 1-3	New Year's Day/Winter Holidays
JANUARY 6-7	Teachers/Staff Return - PL/Planning Days
JANUARY 8	Students Return
JANUARY 20	Martin Luther King, Jr. Day (District Holiday) (Teacher Paid Holiday #4)
FEBRUARY 3-7	FTE Survey Week
FEBRUARY 14	Half Day - PL/Planning Day
FEBRUARY 17	Presidents' Day Holiday (District Holiday) (Teacher Paid Holiday #5)
MARCH 7	End of Third Grading Period
MARCH 10 - 14	Spring Break (District-wide)
MARCH 17	Students Out – Planning/Professional Learning Day
APRIL 18	Good Friday (District Holiday)
MAY 23	Students Last Day - Half Day - PL/Planning Day/ End of 4 th Grading Period
MAY 26	Memorial Day (District-wide) (Teacher Paid Holiday #6)
MAY 27-30	Post Planning Days
MAY 30	Last Day

Approved 3/26/24

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO: 7c

DATE OF SCHOOL BOARD MEETING: 9/24/2024

TITLE OF AGENDA ITEM: 2024-2025 Pay Calendar

DIVISION: Business & Finance

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

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

The 2024-2025 pay calendar for each pay type needs to be adopted by the Board.
Approved calendars are sent to the state as part of the budget process.

FUND SOURCE: General Fund

AMOUNT: N/A

PREPARED BY: Marleni Bruner 

POSITION: Director of Finance

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 _____

**GADSDEN COUNTY SCHOOL DISTRICT
2024-2025**

PAY TYPE 12

TEACHERS & INSTRUCTIONAL (196 DAYS IN CONTRACT)

PAY PERIOD		DAYS IN PAY PERIOD	REPORTS DUE	PAY DATE
FROM	TO			
8/5/2024	8/30/2024	20	8/16/2024	8/30/2024
9/2/2024	9/30/2024	21	9/18/2024	9/30/2024
10/1/2024	10/31/2024	23	10/18/2024	10/31/2024
11/1/2024	11/29/2024	16	11/12/2024	11/29/2024
12/2/2024	12/20/2024	16	12/11/2024	12/20/2024
1/6/2025	1/31/2025	20	1/17/2025	1/31/2025
2/3/2025	2/28/2025	20	2/14/2025	2/28/2025
3/3/2025	3/31/2025	16	3/17/2025	3/31/2025
4/1/2025	4/30/2025	22	4/17/2025	4/30/2025
5/1/2025	5/30/2025	22	5/16/2025	5/30/2025
6/2/2025	6/30/2025	0	6/20/2025	6/30/2025
6/2/2025	6/30/2025	0	6/20/2025	6/30/2025

196 DAYS IN CONTRACT

Teachers and other Instructional Staff will receive their 11th and 12th checks for the fiscal year on June 30, 2025

NON-PAID HOLIDAYS

November 11	Veteran's Day
November 25-28	Thanksgiving Break
December 23-24	Winter Break
December 26-31	Winter Break
January 1-3	New Year's Day/Winter Holidays
March 10-14	Spring Break

PAID HOLIDAYS

September 2	Labor Day
November 29	Paid holiday
December 25	Paid holiday
January 20	MLK Day
February 17	Presidents' Day
May 26	Memorial Day

**GADSDEN COUNTY SCHOOL DISTRICT
2024-2025**

PAY TYPE 15

**PARA PROFESSIONALS (191 DAYS IN CONTRACT)
10 MONTH EMPLOYEES (191 DAYS IN CONTRACT)**

PAY PERIOD		DAYS IN PAY PERIOD	REPORTS DUE	PAY DATE
FROM	TO			
8/5/2024	8/30/2024	20	8/16/2024	8/30/2024
9/3/2024	9/30/2024	20	9/18/2024	9/30/2024
10/1/2024	10/31/2024	23	10/18/2024	10/31/2024
11/1/2024	11/29/2024	15	11/12/2024	11/29/2024
12/2/2024	12/20/2024	15	12/11/2024	12/20/2024
1/6/2025	1/31/2025	19	1/17/2025	1/31/2025
2/3/2025	2/28/2025	19	2/14/2025	2/28/2025
3/3/2025	3/31/2025	16	3/17/2025	3/31/2025
4/1/2025	4/30/2025	22	4/17/2025	4/30/2025
5/1/2025	5/30/2025	21	5/16/2025	5/30/2025
6/2/2025	6/30/2025	1	6/20/2025	6/30/2025
6/2/2025	6/30/2025	0	6/20/2025	6/30/2025

191 DAYS IN CONTRACT

NON-PAID HOLIDAYS

September 2	Labor Day
November 11	Veteran's Day
November 25-29	Thanksgiving Break/Fall Break
December 23-31	Christmas Break
January 1-3	New Year's Day/Winter Holidays
January 20	Martin Luther King Jr. Day
February 17	President's Day
March 10-14	Spring Break
May 26	Memorial Day

**GADSDEN COUNTY SCHOOL DISTRICT
2024-2025**

PAY TYPE 40 FOOD SERVICE WORKERS (183 DAYS IN CONTRACT)

PAY PERIOD		DAYS IN PAY PERIOD	REPORTS DUE	PAY DATE
FROM	TO			
8/7/2024	8/30/2024	18	8/16/2024	8/30/2024
9/3/2024	9/30/2024	20	9/18/2024	9/30/2024
10/1/2024	10/31/2024	23	10/18/2024	10/31/2024
11/1/2024	11/29/2024	14	11/12/2024	11/29/2024
12/2/2024	12/20/2024	15	12/11/2024	12/20/2024
1/6/2025	1/31/2025	19	1/17/2025	1/31/2025
2/3/2025	2/28/2025	19	2/14/2025	2/28/2025
3/3/2025	3/31/2025	15	3/17/2025	3/31/2025
4/1/2025	4/30/2025	22	4/17/2025	4/30/2025
5/1/2025	5/30/2025	18	5/16/2025	5/30/2025
6/2/2025	6/30/2025	0	6/20/2025	6/30/2025
6/2/2025	6/30/2025	0	6/20/2025	6/30/2025

183 DAYS IN CONTRACT

NON-PAID HOLIDAYS

September 2	Labor Day
November 11	Veteran's Day
November 22	Students out
November 25-29	Thanksgiving Break
December 23-31	Christmas Break
January 1-3	Winter Break
January 20	Martin Luther King Jr. Day
February 17	President's Day
March 10-14	Spring Break
May 26	Memorial Day

**GADSDEN COUNTY SCHOOL DISTRICT
2024-2025**

**PAY TYPE 16
PAY TYPE 42**

**GUARDIANS (185 DAYS IN CONTRACT)
FOOD SERVICE MANAGERS (185 DAYS IN CONTRACT)**

PAY PERIOD		DAYS	REPORTS	PAY DATE
FROM	TO		DUE	
8/6/2024	8/30/2024	19	8/16/2024	8/30/2024
9/3/2024	9/30/2024	20	9/18/2024	9/30/2024
10/1/2024	10/31/2024	23	10/18/2024	10/31/2024
11/1/2024	11/29/2024	14	11/12/2024	11/29/2024
12/2/2024	12/20/2024	15	12/11/2024	12/20/2024
1/6/2025	1/31/2025	19	1/17/2025	1/31/2025
2/3/2025	2/28/2025	19	2/14/2025	2/28/2025
3/3/2025	3/31/2025	15	3/17/2025	3/31/2025
4/1/2025	4/30/2025	22	4/17/2025	4/30/2025
5/1/2025	5/30/2025	19	5/16/2025	5/30/2025
6/2/2025	6/30/2025	0	6/20/2025	6/30/2025
6/2/2025	6/30/2025	0	6/20/2025	6/30/2025

185 DAYS IN CONTRACT

NON-PAID HOLIDAYS

September 2	Labor Day
November 11	Veteran's Day
November 22	Students out
November 25-29	Thanksgiving Break
December 23-31	Christmas Break
January 1-3	Winter Break
January 20	Martin Luther King Jr. Day
February 17	President's Day
March 10-14	Spring Break
May 26	Memorial Day

**GADSDEN COUNTY SCHOOL DISTRICT
2024-2025**

**PAY TYPE 50
PAY TYPE 52**

**BUS DRIVERS (180 DAYS IN CONTRACT)
BUS ATTENDANTS (180 DAYS IN CONTRACT)**

PAY PERIOD		DAYS IN PAY PERIOD	REPORTS DUE	PAY DATE
FROM	TO			
8/8/2024	8/30/2024	17	8/16/2024	8/30/2024
9/3/2024	9/30/2024	20	9/18/2024	9/30/2024
10/1/2024	10/31/2024	23	10/18/2024	10/31/2024
11/1/2024	11/29/2024	14	11/12/2024	11/29/2024
12/2/2024	12/20/2024	15	12/11/2024	12/20/2024
1/7/2025	1/31/2025	18	1/17/2025	1/31/2025
2/3/2025	2/28/2025	19	2/14/2025	2/28/2025
3/3/2025	3/31/2025	15	3/17/2025	3/31/2025
4/1/2025	4/30/2025	22	4/17/2025	4/30/2025
5/1/2025	5/30/2025	17	5/16/2025	5/30/2025
6/2/2025	6/30/2025	0	6/20/2025	6/30/2025
6/2/2025	6/30/2025	0	6/20/2025	6/30/2025

180 DAYS IN CONTRACT

NON-PAID HOLIDAYS

September 2	Labor Day
November 11	Veteran's Day
November 22	Bus Drivers and Attendants out
November 25-29	Thanksgiving Break
December 23-31	Christmas Break
January 1-6	Winter Break
January 20	Martin Luther King Jr. Day
February 17	President's Day
March 10-14	Spring Break
March 17	Bus Drivers and Attendants out

**GADSDEN COUNTY SCHOOL DISTRICT
2024-2025**

11 MONTH EMPLOYEES

PAY TYPE 23 SCHOOL SOCIAL WORKERS
PAY TYPE 25 ASSISTANT CUSTODIANS
PAY TYPE 27 11 MONTH SECRETARIES
PAY TYPE 28 PSYCHOLOGIST & THERAPIST

PAY PERIOD		DAYS IN PAY PERIOD	REPORTS DUE	PAY DATE
FROM	TO			
7/15/2024	7/31/2024	13	7/19/2024	7/31/2024
8/1/2024	8/30/2024	22	8/16/2024	8/30/2024
9/3/2024	9/30/2024	20	9/18/2024	9/30/2024
10/1/2024	10/31/2024	23	10/18/2024	10/31/2024
11/1/2024	11/29/2024	15	11/12/2024	11/29/2024
12/2/2024	12/20/2024	15	12/11/2024	12/20/2024
1/6/2025	1/31/2025	19	1/17/2025	1/31/2025
2/3/2025	2/28/2025	19	2/14/2025	2/28/2025
3/3/2025	3/31/2025	16	3/17/2025	3/31/2025
4/1/2025	4/30/2025	22	4/17/2025	4/30/2025
5/1/2025	5/30/2025	21	5/16/2025	5/30/2025
6/2/2025	6/30/2025	9	6/20/2025	6/30/2025
		214	DAYS IN CONTRACT	

NON-PAID HOLIDAYS

September 2	Labor Day
November 11	Veteran's Day
November 25-29	Thanksgiving Break
December 23-31	Christmas Break
January 1-3	New Year's Day
January 20	Martin Luther King Jr. Day
February 17	President's Day
March 10-14	Spring Break
May 26	Memorial Day

**GADSDEN COUNTY SCHOOL DISTRICT
2024-2025**

12 MONTH EMPLOYEES (224 DAYS IN CONTRACT)

**PAY TYPE 26 ASSISTANT PRINCIPALS
PAY TYPE 28 COORDINATORS**

PAY PERIOD		DAYS IN PAY PERIOD	REPORTS DUE	PAY DATE
FROM	TO			
7/8/2024	7/31/2024	18	7/19/2024	7/31/2024
8/1/2024	8/30/2024	22	8/16/2024	8/30/2024
9/3/2024	9/30/2024	20	9/18/2024	9/30/2024
10/1/2024	10/31/2024	23	10/18/2024	10/31/2024
11/1/2024	11/29/2024	15	11/12/2024	11/29/2024
12/2/2024	12/20/2024	15	12/11/2024	12/20/2024
1/6/2025	1/31/2025	19	1/17/2025	1/31/2025
2/3/2025	2/28/2025	19	2/14/2025	2/28/2025
3/3/2025	3/31/2025	16	3/17/2025	3/31/2025
4/1/2025	4/30/2025	22	4/17/2025	4/30/2025
5/1/2025	5/30/2025	21	5/16/2025	5/30/2025
6/2/2025	6/30/2025	14	6/20/2025	6/30/2025
		224	DAYS IN CONTRACT	

NON-PAID HOLIDAYS

September 2	Labor Day
November 11	Veteran's Day
November 25-29	Thanksgiving Break
December 23-31	Christmas Break
January 1-3	New Year's Day
January 20	Martin Luther King Jr. Day
February 17	President's Day
March 10-14	Spring Break
May 26	Memorial Day

**GADSDEN COUNTY SCHOOL DISTRICT
2024-2025**

PAY TYPES 20 & 22 TWELVE MONTH EMPLOYEES (240 DAYS IN CONTRACT)

PAY PERIOD		DAYS IN PAY PERIOD	REPORTS DUE	PAY DATE
FROM	TO			
7/1/2024	7/31/2024	22	7/19/2024	7/31/2024
8/1/2024	8/30/2024	22	8/16/2024	8/30/2024
9/3/2024	9/30/2024	20	9/18/2024	9/30/2024
10/1/2024	10/31/2024	23	10/18/2024	10/31/2024
11/1/2024	11/29/2024	18	11/12/2024	11/29/2024
12/2/2024	12/20/2024	16	12/11/2024	12/20/2024
1/2/2025	1/31/2025	21	1/17/2025	1/31/2025
2/3/2025	2/28/2025	19	2/14/2025	2/28/2025
3/3/2025	3/31/2025	16	3/17/2025	3/31/2025
4/1/2025	4/30/2025	22	4/17/2025	4/30/2025
5/1/2025	5/30/2025	21	5/16/2025	5/30/2025
6/2/2025	6/30/2025	20	6/20/2025	6/30/2025
		240	DAYS IN CONTRACT	

NON-PAID HOLIDAYS

July 4	Independence Day
September 2	Labor Day
November 11	Veteran's Day
November 28-29	Thanksgiving Break
December 24-31	Christmas Break
January 1	New Year's Day
January 20	Martin Luther King Jr. Day
February 17	President's Day
March 10-14	Spring Break
May 26	Memorial Day
June 19	Juneteenth Day

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: September 24, 2024

TITLE OF AGENDA ITEM: PAEC Professional Learning Certification Program (PLCP)

DIVISION: Office of Professional Learning Services

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

PURPOSE AND SUMMARY OF ITEM:

This item will address implementing the PAEC Professional Learning Certification Program (PLCP) for educators needing to obtain their professional certificate.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Kameelah Weeks

POSITION: Director of Professional Learning

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered

CHAIRMAN’S SIGNATURE: page(s) numbered

REVIEWED BY:





PAEC SUPPORT PROFESSIONAL LEARNING CERTIFICATION PROGRAM DISTRICT AGREEMENT

PAEC SUPPORT OPTIONS

Canvas Module Development and Program Orientation - \$500.00

- Develop Modules in Canvas
- Develop Module/Task Timeline for Each Semester/Year
 - Adjust Timeline for Participants Who Want to Accelerate
- Orientation Workshop for Program Participants and Mentors
 - Orient Participants to Tasks and Timeline
 - Explain Expectations for Successfully Completing tasks

Task Review - \$500/Semester/Participant

- Review all Tasks and Determine Acceptability Based on Rubric Requirements
- Site Visits for Each Participant
 - Minimum of One Visit Per Semester
 - Additional Site Visits May be Planned Upon Administrative Request and Other PAEC Consultants May be Asked to Provide Technical Assistance Depending on Specific Needs of The Teacher

Clinical Educator Professional Learning and Support

Fee - \$100/teacher (virtual event) or At No Cost for Districts that Use PAEC Support for Task Review

- Two-day workshop face-to-face with a minimum of 10 participants
- Four, after-school, two-hour ZOOM workshops

PLEASE COMPLETE AND RETURN TO PAEC

Please check the appropriate box(es).

	The district requests Canvas Module Development and Program Orientation at cost of \$500
	The district requests Task Review Services at rate of \$500/Semester/Participant
	The district plans to participate in the Clinical Educator/Mentor Professional Learning (two-days or via ZOOM) for on-site mentors - \$100/mentor or at no cost for districts that select Task Review Services Option
	The district requests other PDCP-related services at a cost to be negotiated.

Agreement Start Date:
Agreement End Date:

District Representative: _____ **Date:** _____

Signature of Superintendent: _____ **Date:** _____

Please return the completed form to **Eileen McDaniel** at eileen.mcdaniel@paec.org



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: September 24, 2024

TITLE OF AGENDA ITEM: Teacher Apprenticeship Program Partnership

DIVISION: Office of Professional Learning Services

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

PURPOSE AND SUMMARY OF ITEM:

To outline the Teacher Apprenticeship Program Partnership with FAMU.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Kameelah Weeks

POSITION: Director of Professional Learning

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered

CHAIRMAN’S SIGNATURE: page(s) numbered

REVIEWED BY:





APPRENTICESHIP PARTICIPATING EMPLOYER'S AGREEMENT

PROGRAM # [] EMPLOYER FEI/EIN []

This agreement made between Gadsden County School District and Florida Department of Education, Division of Public Schools in the occupation of Teacher Apprenticeship

Where Applicable - Employer's DBPR Trade License Number: []

WITNESSETH: That for and in consideration of the mutual covenants and promises herein contained, the parties agree as follows:

I. PARTIES: The parties to this agreement are: (Employer)

(Program Sponsor)

Gadsden County School District (NAME-TYPED) 35 MLK Blvd. (ADDRESS-TYPED) Quincy FL 32351 (CITY) (STATE) (ZIP CODE) (850) 627-9651 / (850) 627-2760 (PHONE NUMBER - AREA CODE & NUMBER) (FAX NUMBER - AREA CODE & NUMBER)

Florida Department of Education, Division of Public Schools (NAME-TYPED) 325 West Gaines Street (ADDRESS-TYPED) Tallahassee FL 32399 (CITY) (STATE) (ZIP CODE) (850) 245-0435 / (PHONE NUMBER - AREA CODE & NUMBER) (FAX NUMBER - AREA CODE & NUMBER)

II. TERMS: The term of this agreement shall commence upon execution by both parties as indicated by the dates set out below and shall continue in force and effect until terminated as herein provided. A termination of this agreement shall be effectuated by one party giving at least thirty (30) days written notice to the other party at the address shown in Article I above.

III. DUTIES: The duties of the parties in the performance of this agreement shall be as follows.

Duties of Program Sponsor:

- 1. To provide the Employer with copies of all pertinent rules, regulations, and other materials affecting the apprenticeship program.
2. To provide such technical information and administration assistance as may reasonably be necessary for the Employer to comply with all applicable rules, standards, and other requirements.
3. To refer registered apprentices to the Employer for employment in such numbers and at such times as may be requested by the Employer to the extent possible with the existing supply of apprentices and within the requirements of applicable rules and standards.
4. To provide the work-related training required by the program standards.

Duties of the Employer:

- 1. To read and abide by all applicable laws, rules, regulations, standards and other requirements which govern the operation of the program and training of apprentices.
2. To retain and train the apprentice(s) in his employ as work is available.
3. To pay his fair share of the financial expense of the Program Sponsor. In determining the actual amounts due from the Employer, the funding formula contained in the registered program standards shall control.

IV. COPIES: This agreement shall be made and executed in duplicate originals, one of each shall be retained by the Employer and one to be retained by the Program Sponsor. An executed copy shall be made at the same time and be sent by the Program Sponsor to the Registration Agency local servicing representative's address. In addition, a copy of any notice of termination as provided in Article II shall be sent to the Registration Agency, by the party so terminating. IN WITNESS WHEREOF, the parties set their hands on the dates below indicated.

EMPLOYER PRINT NAME: Elijah Key SIGN: TITLE: Superintendent EMAIL: keye@gcpsmail.com DATE: 8/16/24

PROGRAM SPONSOR PRINT NAME: Josey McDaniel, Ed.D. SIGN: TITLE: Bureau Chief EMAIL: Josey.McDaniel1@fldoe.org DATE:

ELEMENTARY EDUCATION DEPARTMENT | FALL 2024 APPRENTICE SCHEDULE OF CLASSES

Instructor	Catalog No	Section	Course Title	Time	Day	Location	Class #	Delivery Method	# Enrolled
Auman, Peggy	EEC 3404CE	502	Community Partnerships	5:35 – 8:20 Aug. 26-Sept 20	Tuesday	Gore	5282	Hybrid	
			Field Experience		MTWRF	School District Classroom		F2F	
Blankenship, Rebecca	TSL 3080	502	Into to ESOL Theories and Practices	5:35-8:20 Sept. 30-Oct.18	Wednesday	Gore	5294	Hybrid	
			Field Experience		MTWRF	School District Classroom		F2F	
Woods, Shontell	RED 3013	502	Recognizing, Diag. Growth Teaching Reading & Diagnosing Growth	5:35-8:20 Oct. 21-Nov.15	Monday	Gore		Hybrid	
			Field Experience		MTWRF	School District Classroom		F2F	
Renee Jerry	EDE 3940	501	Field Exp. II: Theory & Practice	5:35 – 8:20 Nov. 18-Dec. 6	Thursday	Gore		Hybrid	
			Field Experience		MTWRF	School District Classroom		F2F	

RELATED TECHNICAL INSTRUCTION OUTLINE

Complete for each Apprenticiable Occupation.

Instructions:

Please provide the Related Instruction titles or classes (provided in classroom, on-line, in-company, etc.) (left column) and the approximate number of hours required to complete each instruction segment.

OCCUPATION: Teacher Apprentice Hi there,

You are invited to a Zoom meeting.

When: Aug 14, 2024 08:30 PM Eastern Time (US and Canada)

Register in advance for this meeting:

https://famuzoom.us/meeting/register/tJckceigqT0qHdA_Y1_MLhPrmL7ZwY1FbXY4

After registering, you will receive a confirmation email containing information about joining the meeting.

O*NET CODE: 25-3099.00

RAPIDS CODE: 3024

<p>Related Instruction Description: The curriculum includes 17 three-credit hour courses, one 2-credit hour course, one 12-credit hour internship, and the following reading endorsement courses: RED 3013 Teaching of Reading and Diagnosing Its Growth RED 4519 Diagnosis & Instructional Interventions in Reading RED 4800 Educational Clinic in Reading (Reading Practicum) The courses will be delivered through synchronous online, hybrid, and in-person instruction by FAMU COE faculty in the Department of Elementary and the Department of Secondary Education</p>	<p>Approximate Hours</p>
<p><u>Semester 1</u> EDE 3940 Field II: Theory & Practice Field Exp. 59 hrs. 3 credits EEC 3404 Family & Community Partnerships 3 credits TSL 3080 Introduction to ESOL Theories and Practice Field Exp. 21 hrs. 3 credits RED 3013 Teaching of Reading and Diagnosing Its Growth</p>	<p>45 45 45 45 Total 180</p>
<p><u>Semester 2</u> TSL 4321 Issues, Methods & Strategies for Content Area Teachers Field Exp. 5 hrs. 3 credits RED 4519 Diagnosis & Instructional Interventions in Reading Field Exp. 5 hrs. 3 credits EEX 4601 Behavior Management Field exp. 5 3 credit hrs. SCE 3851 Science for the Elementary School Field Exp. 5 hrs. 3 credits</p>	<p>45 45 45 45 Total 180</p>

<u>Semester 3</u> EEC 3613 Diagnosis, Assessment, and Evaluation of Children 3 credits LAE 3314 Language Arts 3 credits LAE 3414 Children’s Literature 3 credits MAE 3310 Mathematics in the Elementary School 3 credits MAE 3326 Teaching Elementary School Mathematics Field Exp. 5 hrs. 3 credits	45 45 45 45 45 Total 225
<u>Semester 4</u> SSE 3113 Social Studies in the Elementary School Field Exp. 5 hrs. 3 credits EEX 4018 Adaptations for Children with Special Needs Field Exp. 5 hrs. 3 credits RED 4800 Educational Clinic in Reading (Reading Practicum) EDE 3921 Professional Education Colloquium School 2 credits	45 45 45 30 Total 165
<u>Semester 5</u> EDE 4940 Field Clinical III: Professional Theory & Legal Aspects School Field Exp. 85 hrs. 3 credits EDE 4943 Student Teaching in Elementary School Field Exp. 280 hrs. /one semester 12 credits	45 180 Total 225
TOTAL	975
HOURS:	

Employer Appendix

Florida Department of Education, Division of Public Schools (Sponsor)

In the occupation of:

Occupation / Trade	NAICS Code	RAPIDS Code	O-Net Code
Teacher (Alternate Title: Teacher Apprentice)	611110	3024CB	25-3099.00

PARTICIPATING EMPLOYER: Gadsden County School District

ADDRESS: 35 MLK Jr. Blvd. Quincy, FL 32351

CONTACT NAME: Kameelah Weeks

PHONE: (850) 627-9651 Ext. 1401

E-MAIL ADDRESS: weeksk@gcpsmail.com

OUTREACH JURISDICTIONAL AREA

Gadsden

(Counties)

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DEFINITIONS

For the purposes of this appendix. The following definitions apply:

COMPETENCY-BASED: An apprenticeship training approach that requires the attainment of manual, mechanical, or technical skills and knowledge, as specified by an occupation standard, and demonstrated by an appropriate written and hands-on proficiency measurement. A minimum of 2,000 hours of on-the-job training is required.

SECTION XVI – TERM OF APPRENTICESHIP AND TRAINING APPROACH – 6A-23.004(2)(b) FAC, 6A-23.004(2)(d) FAC

On-the-Job-Training:

The term of the apprenticeship shall be 4000 hours, approximately 24 months of continuous on-the-job employment (including the probationary period). Hours for related instruction are excluded.*

*The on-the-job training component shall take place over the course of two consecutive school years.

Related Technical Instruction:

Apprentices employed under these standards shall complete a minimum of 900 hours each year of supplemental instruction in technical subjects related to the occupation.

Training Approach:

- Time-Based Competency-Based Hybrid Career-Lattice

Related Instruction Delivery Method (select all that apply):

- Classroom
 Correspondence / Shop
 Web-Based Learning

Related Instruction Delivery Provider (select all that apply):

- Sponsor / Employer Facility
 Community College / Technical School
 Vocational School (Technical College / Center)
 Other (specify) State-approved initial teacher preparation programs

Related Instruction hours are provided (mark only one):

- During Work Hours; During Non-Work Hours; or During Work and Non-Work Hours

Are Wages Paid to the Apprentice During Related Technical Instruction? Yes No

**Wages are paid for RTI done during working hours, no wages are paid for RTI done outside of working hours.*

Location(s) where related instruction will occur:

School Name:	Florida Agricultural and Mechanical University
Address:	1601 South Martin Luther King Jr. Blvd. Tallahassee, FL 32307
Contact:	Dr. Sarah Price (Dean of the College of Education)
Phone:	(850) 561-2989
E-mail:	sarah.price@fam.u.edu

Course(s)/Program(s) Name(s):	CIP Program Number:	CIP Apprenticeship Number:
Elementary Education		0813120200

SECTION XVII – PROBATIONARY PERIOD – 6A-23.004(2)(h, s) FAC

Apprentices employed under these standards shall be subject to a probationary period during the first 500 hrs of the apprenticeship program, which cannot exceed twenty-five percent (25%) of the length of the program or one (1) year, whichever is shorter.

SECTION XVIII – RATIO OF APPRENTICES – 6A-23.004(2)(g) FAC

It shall be the responsibility of the apprenticeship committee/sponsor to ensure that the allowable ratio of apprentices to journeyworkers is consistently maintained in the program as a whole, by each participating employer, and on the job site.

- For **non-construction related** programs and participating employers in each apprenticeable occupation, the ratio of apprentices to journeyworkers consistent with proper supervision, training, safety, and continuity of employment or applicable provisions in collective bargaining agreements is 1 Apprentice(s) to 1 Journeyworker(s).

If the ratio for non-construction related programs is different from the construction related ratio, a variance must be requested by the Apprenticeship Committee or Program Sponsor and approved by the Department.

SECTION XIX – QUALIFICATIONS AND SELECTION PROCEDURES – 6A-23.004(2)(j) FAC, 29 CFR § 30.5

Applicants for apprenticeship shall meet minimum qualifications as outlined in this Appendix. These qualification standards, and the score required on any standard for admission to the applicant pool must be directly related to job performance, as shown by a statistical relationship between the score required for admission and performance in the apprenticeship program.

MINIMUM QUALIFICATIONS: Apprentice applicants must be able to meet all employment guidelines and requirements. All applicants will be considered without attention to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran, or disability status and afforded equal opportunity.

a. **Age (Required)**

The minimum age qualification required by the Apprenticeship Committee, Sponsor, or Participating Employer for persons entering the Apprenticeship Program is: 18 years.

b. **Physical**

Applicants will be physically capable of performing the essential functions of the occupation, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others.

Applicants will provide:

c. **Education**

A high school diploma, General Educational Development (GED) equivalency or other high school equivalency credential is required. Applicant must provide an official transcript(s) for high school and any post-high school education. Applicant must submit the GED certificate or other high school equivalency credential if applicable.

d. **English Language**

Applicants must be able to read, write, and speak the English language in order to comprehend instructions on the job and in related training classes, and to ensure personal and co-worker safety on the job.

e. **Drivers' License**

Applicants must possess and maintain a current and valid drivers' license with picture I.D.

f. **Other**

An individual must meet the following minimum eligibility requirements to participate in the apprenticeship program:

- 1. Have received an associate degree from an accredited postsecondary institution.*

2. *Have earned a cumulative grade point average of 2.5 in that degree program.*
3. *Have successfully passed a background screening as provided in s. 1012.32.*
4. *Have received a temporary apprenticeship certificate as provided in s. 1012.56(7)(d).*

As a condition of participating in the program, an apprentice teacher must commit to spending at least the first 2 years in the classroom of a mentor teacher using team teaching strategies identified in s. 1003.03(5)(b) and fulfilling the on-the-job training component of the registered apprenticeship and its associated standards.

SELECTION PROCEDURES:

**** No matter which selection process an Apprenticeship Committee or Sponsor adopts, Veterans who have received discharges other than dishonorable discharges and Florida Registered Preapprentice Graduates shall, if qualified, receive the same priorities.**

The Apprenticeship Committee or Sponsor shall select apprentices from qualified applicants using any of the following appropriate selection methods examples:

1. **Selection on basis of rank from pool of eligible applicants:**

The Apprenticeship Committee or Sponsor may select apprentices from a pool of eligible applicants on the basis of the rank order of their scores on one or more qualification standards where there is a significant statistical relationship between rank order of scores and performance in the apprenticeship program. The selection of any qualification standards beyond minimum legal working age, the use of oral interviews, the notification of applicants, and the establishment of goals for the admission of minorities and women (minority and nonminority) into the pool of eligibles must proceed in accordance with the requirements of 29 CFR § 30.5(b)(1). A copy of the scoring chart/sheet/record used for ranking apprentices must be submitted.

Insert scoring chart/sheet/record here

2. **Random selection from pool of eligible applicants:**

The Apprenticeship Committee or Sponsor may select apprentices from a pool of eligible applicants on a random basis. The method of random selection is subject to approval by the Department. Supervision of the random selection process shall be by an impartial person or persons selected by the Apprenticeship Committee or Sponsor but not associated with the administration of the Apprenticeship Program. The time and place of the selection, and the number of apprentices to be selected, shall be announced. The place of the selection shall be open to all applicants and the public. The names of apprentices drawn by this method shall be posted immediately following the selection at the program sponsor's place of business.

3. **Selection from pool of current employees:**

The sponsor may select apprentices from an eligibility pool of the workers already employed or by the sponsor's established promotion policy. The sponsor adopting this method of selecting apprentices shall establish goals for the selection of minority and female apprentices, unless the sponsor concludes, in accordance with the provisions of 29 CFR §§ 30.4(d), (e), and (f) that it does not have deficiencies in terms of underutilization of minorities and/or women (minority and nonminority) in the apprenticeship of journeyworker occupations represented by the program.

4. **Alternative Selection Method:**

a. **Intent to Hire:**

- i. Applicants for apprenticeship must apply to the Apprenticeship Committee or Sponsor;
- ii. The applicant is screened by the Apprenticeship Committee or Sponsor on the basis of selection criteria (applicant minimum qualifications) approved by the Registration Agency;
- iii. Applicants who meet the screening requirements, and are accepted by the Apprenticeship Committee or Sponsor as eligible for apprenticeship, are then referred to participating employers who are hiring;

- iv. If the employer states in writing to the Apprenticeship Committee or Sponsor, their intent to hire an eligible applicant referred, that applicant is hired by the participating employer and registered by the Apprenticeship Committee or Sponsor.

b. **Any Other Method:**

The participating school district employer may select apprentices by any other method, including its present selection method, provided that the participating school employer district meets the requirements listed in 29 CFR § 30.5(b)(4).

- i. Applicants for apprenticeship must apply to the participating school district employer;*
- ii. The applicant is screened by the participating school district employer on the basis of selection criteria (applicant minimum qualification approved by the Registration Agency);*
- iii. Applicants who meet the screening requirements, and are accepted by the participating school district employer and are eligible for hire.*

5. **Reinstatement:**

The program committee may reinstate apprentices previously registered to them within (2) years of their date of cancellation, without requiring these specific individuals to make application, meet minimum qualifications and then advance through the selection process. The program sponsor should include the process they use for reinstatement including previous apprentices in good standing with the program sponsor including timeframes that may exceed (2) years for reinstatement.

(ATR's should work with the program sponsor concerning their need to include a reinstatement process as appropriate)

SECTION XX – AFFIRMATIVE ACTION WORKFORCE ANALYSIS – 6A-23.004(2)(y) FAC

Occupation: Teacher Apprentice

Underutilization Factors:	
1. Total number of employers:	1
2. Total of employer(s) workforce:	702
3. Total journeyworkers employed by the employer(s) in the occupation:	108
4. Total female journeyworkers employed by the employer(s) in the occupation:	87
5. Total minorities journeyworkers employed by the employer(s) in the occupation:	90
6. Total youth journeyworkers age 16-24 employed by the employer(s) in the occupation:	0

** 7 thru 11 do not apply to new programs	
7. Total apprentices:	
8. Total female apprentices:	
9. Total minorities apprentices:	
10. Under-utilization of females:	%
11. Under-utilization of minorities:	%

Goals and Timetables (all future accessions at each interval):	
1. Percentage of all future accessions and at each interval to be females:	80 %
2. Percentage of all future accessions and at each interval to be minorities:	75 %

SECTION XXI – WORK PROCESS AND RELATED TECHNICAL INSTRUCTION – 6A-23.004(2)(c, d) FAC

WORK PROCESS SCHEDULE

Complete for each Apprenticeship Occupation.

Instructions:

Competency-based Occupation: Please provide the Work Process Schedule to include the Job Tasks (left column) required to complete the apprenticeship program.

Use for Competency-Based Occupations

OCCUPATION: Teacher Apprentice

O*NET CODE: 25-3099.00 **RAPIDS CODE:** 3024 CB

Work Process Schedule:	Journeyworker Sign-off	Date
1. Instructional Design and Lesson Planning		
1a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity		
1b. Sequences lessons and concepts to ensure coherence and required prior knowledge		
1c. Designs instruction for students to achieve mastery		
1d. Selects appropriate formative assessments to monitor learning		
1e. Uses diagnostic student data to plan lessons		
1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies		
1g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.		
2. The Learning Environment		
2a. Organizes, allocates, and manages the resources of time, space, and attention		
2b. Manages individual and class behaviors through a well-planned management system		
2c. Conveys high expectations to all students		
2d. Respects students' cultural, linguistic and family background		
2e. Models clear, acceptable oral and written communication skills		
2f. Maintains a climate of openness, inquiry, fairness and support		
2g. Integrates current information and communication technologies		
2h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.		
2i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals		
2j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.		

3. Instructional Delivery and Facilitation		
3a. Deliver engaging and challenging lessons		
3b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter		
3c. Identify gaps in students' subject matter knowledge		
3d. Modify instruction to respond to preconceptions or misconceptions		
3e. Relate and integrate the subject matter with other disciplines and life experiences		
3f. Employ questioning that promotes critical thinking.		
3g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding		
3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students		
3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement		
3i. Utilize student feedback to monitor instructional needs and to adjust instruction		
4. Assessment		
4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process		
4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery		
4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains		
4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge		
4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)		
4f. Applies technology to organize and integrate assessment information		
5. Continuous Professional Improvement		
5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs		
5b. Examines and uses data-informed research to improve instruction and student achievement		
5c. Uses a variety of data independently and in collaboration with colleagues, to evaluate learning outcomes adjust planning and continuously improve effectiveness of the lessons		
5d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement		
5e. Engages in targeted professional growth opportunities and reflective practices		
5f. Implements knowledge and skills learned in professional development in the teaching and learning process		
6. Professional Responsibility and Ethical Conduct		
6a. Fulfills the expected obligations to students, the public and the education profession and adheres to guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and the Principles of		

Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C		
TOTAL MAXIMUM HOURS: 2,880		

RELATED TECHNICAL INSTRUCTION OUTLINE

Complete for each Apprenticeable Occupation.

Instructions:

Please provide the Related Instruction titles or classes (provided in classroom, on-line, in-company, etc.) (left column) and the approximate number of hours required to complete each instruction segment.

OCCUPATION:

O*NET CODE: **RAPIDS CODE:**

Related Instruction Description:	
<p>The curriculum includes 17 three-credit hour courses, one 2-credit hour course, one 12-credit hour internship, and the following reading endorsement courses: RED 3013 Teaching of Reading and Diagnosing Its Growth RED 4519 Diagnosis & Instructional Interventions in Reading RED 4800 Educational Clinic in Reading (Reading Practicum) The courses will be delivered through synchronous online, hybrid, and in-person instruction by FAMU COE faculty in the Department of Elementary and the Department of Secondary Education</p>	Approximate Hours:
<p><u>Semester 1</u></p> <p>EDE 3940 Field II: Theory & Practice Field Exp. 59 hrs. 3 credits TSL 3080 Introduction to ESOL Theories and Practice Field Exp. 21 hrs. 3 credits RED 3013 Teaching of Reading and Diagnosing Its Growth</p>	<p>45 45 45 45 Total 180</p>
<p><u>Semester 2</u></p> <p>TSL 4321 Issues, Methods & Strategies for Content Area Teachers Field Exp. 5 hrs. 3 credits RED 4519 Diagnosis & Instructional Interventions in Reading Field Exp. 5 hrs. 3 credits EEX 4601 Behavior Management Field exp. 5 3credit hrs. SCE 3851 Science for the Elementary School Field Exp. 5 hrs. 3 credits</p>	<p>45 45 45 45 Total 180</p>

<u>Semester 3</u> EEC 3613 Diagnosis, Assessment, and Evaluation of Children 3 credits LAE 3314 Language Arts 3 credits LAE 3414 Children’s Literature 3 credits MAE 3310 Mathematics in the Elementary School 3 credits MAE 3326 Teaching Elementary School Mathematics Field Exp. 5 hrs. 3 credits	45 45 45 45 45 Total 225
<u>Semester 4</u> SSE 3113 Social Studies in the Elementary School Field Exp. 5 hrs. 3 credits EEX 4018 Adaptations for Children with Special Needs Field Exp. 5 hrs. 3 credits RED 4800 Educational Clinic in Reading (Reading Practicum) EDE 3921 Professional Education Colloquium School 2 credits <u>Semester 5</u> EDE 4940 Field Clinical III: Professional Theory & Legal Aspects School Field Exp. 85 hrs. 3 credits EDE 4943 Student Teaching in Elementary School Field Exp. 280 hrs. /one semester 12 credits	45 45 45 30 Total 165 45 180 Total 225
TOTAL HOURS:	900

SECTION XXII – APPRENTICE WAGE SCHEDULE - 6A-23.004(2)(e) FAC

Apprentices shall be paid a progressively increasing schedule of wages based on a percentage and a dollar amount of the current annual journeyworker wage rate, which is: \$ 47,500 , as of 08/19/2024 .

Occupation: Teacher Apprenticeship

Period of Training	Percent of Journeyworker's Rate	Apprentice's Annual Wage
1	46.4%	\$21,487.50
2	75%	\$37,023.44
Ending Salary upon Completion	100%	\$47,500

SECTION XXIII – COMPOSITION OF THE APPRENTICESHIP SUB-COMMITTEE (if applicable)

Use if Non-Construction Apprenticeship Sub-Committee is established:

The Apprenticeship Sub-Committee shall be comprised of representatives from the Participating Employers and stakeholder members, and a current list must be provided to the Department. The Apprenticeship Sub-Committee shall include a Chairperson and a Secretary. The Apprenticeship Sub-Committee shall meet on a regular basis and as often as necessary in order to properly oversee the Apprenticeship Program.

The Apprenticeship Sub-Committee will be composed of at least 8 member representatives. The Apprenticeship Sub-Committee shall meet Monthly or as often as necessary to conduct business.

SUB-COMMITTEE MEMBERS

(Print Name, Title, and Affiliation for Each.)

Chairperson	Kameelah Week (Director of Profes	Secretary	Tenesia Clark (Admin. Asst.)
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Member:	Tammy McGriff (Asst. Supt. Academi	Member:	Eileen McDaniel (PAEC)
Member:	Sonya Jackson (Human Resources	Member:	Pamela Jones (Stewart Street Element
Member:	Lisa Robinson (Director of Elementar	Member:	Kevin Forehand (Program Director, Edu
Member:	Germaine Kirkland (GCSD Turnarou	Member:	Pierre Lewis (District Teacher of the Ye

**Place Holder for
OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS APPENDIX
This signature page will be added once your application is approved.**

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: September 24, 2024

TITLE OF AGENDA ITEM: Unified School Improvement Grant (UniSig) 2024-2025

DIVISION: Academic Services

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

PURPOSE AND SUMMARY OF ITEM:

The Unified School Improvement Grant (UniSig) is available to schools that are implementing comprehensive support and improvement activities. Six schools are eligible: Chattahoochee Elementary School (\$110,437.50), James A. Shanks Middle School (\$377,625.00), Carter Parramore Academy (\$100,000), Gadsden Central Academy (\$100,000), and West Gadsden Middle School (227,287.50).

FUND SOURCE: UniSig

AMOUNT: \$915,350.00 Total

PREPARED BY: Lisa Robinson 

POSITION: Director of Elementary Education

INSTRUCTIONS TO BE COMPLETED BY PREPARER

0 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____
CHAIRMAN'S SIGNATURE: page(s) numbered . _____

Gadsden County Schools

2024-25 Unified School Improvement Grant Application

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I. LEA Eligibility and Program Requirements

LEA Eligibility and Program Requirements

Funds will be allocated to LEAs to serve traditional and charter public Title I schools implementing comprehensive support and improvement activities under section 1111(d) of the Elementary and Secondary Education Act (ESEA) in alignment with Goal 1 of the Florida State Board of Education's K-20 Strategic Plan. Prioritization is granted to students attending Title I schools identified as comprehensive support and improvement (CSI) and to students attending a public high school, regardless of Title I status, that has a four-year adjusted cohort graduation rate at or below 67 percent based on 2022-23 graduation data. Eligible schools in a school improvement turnaround cycle must have State Board of Education-approved Turnaround Option Plan (TOP) to request funds. LEAs must complete an LEA UniSIG Plan and Assurances as well as an individual UniSIG application for each eligible school. The LEAs must work with eligible charter schools to submit one plan. Submission guidelines and additional eligibility criteria can be found in the project Request for Application (RFA).

Directions

LEAs must complete the LEA UniSIG Plan and Assurances in Florida's Continuous Management System (CIMS) at <https://cims2.floridacims.org/> to support the application for 2024-25 UniSIG funds.

II. Allocations

SCHOOL ID	SCHOOL NAME	ALLOCATION
0151	CHATTAHOOCHEE ELEMENTARY SCHL	\$110,437.50
0211	JAMES A. SHANKS MIDDLE SCHOOL	\$377,625.00
0231	CARTER PARRAMORE ACADEMY	\$100,000.00
9106	GADSDEN CENTRAL ACADEMY	\$100,000.00
0052	WEST GADSDEN MIDDLE SCHOOL	\$227,287.50
Total District Allocation		\$915,350.00

A maximum of 5% grant administration, allocated at the LEA level, which may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project.

III. Assurances

Check the box to indicate adherence to the assurance.

The LEA shall follow the intent and requirements of UniSIG as outlined in the RFA.



The LEA must have a signed statement by the agency head certifying applicant adherence to the Florida Department of Education's (FDOE) *General Terms, Assurances, and Conditions for Participation in Federal and State Programs*.



The LEA must have a Risk Analysis (DOE 610) on file with FDOE in order to apply for UniSIG.



The LEA shall ensure that each school the LEA will serve must receive all of the state and local funds it would have received in the absence of UniSIG funds.



The LEA shall ensure the activities requested at eligible schools align to an Area of Focus within the School Improvement Plan (SIP).



The LEA shall ensure the SIP includes one or more evidence-based interventions that meet the three levels of evidence as defined by the Every Student Succeeds Act (ESSA).



The LEA shall ensure that the deliverables for monitoring are prepared and submitted as required by the Bureau of School Improvement (BSI). BSI reserves the right to conduct desktop or on-site monitoring of each school site and LEA in coordination with the Federal Education Programs Monitoring Procedures.



The LEA assures that they will comply with the K-12 ESEA Common Federal Program Guidance.



IV. Supports for School Improvement

Developing and Implementing

Describe how the LEA will support each school identified as CSI in developing and implementing a SIP.

Development: The Gadsden County School District provided each school with fiscal support to allow school teams to convene to develop its School Improvement Plan. School administrators identified representatives from each grade/subject area in order to maximize expertise and support in the plan's development. District instructional specialists are available to support the schools as plans are developed.

Implementation: The Gadsden County School District reviewed practices employed during the 2023-2024 school year and analyzed historic student, school and district performance data. Based on the data, the students demonstrated the greatest improvement when district support was intentionally assigned to schools. To this end, the School Transformation Office has been repurposed. Instructional specialist in ELA and Math are now assigned to CIS schools. The instructional specialists working under the direct supervision of the Academic Services Department. School support is calendarized by each instructional specialist. Bi-weekly meetings with the Directors of Elementary and Secondary Education will be held to analyze data, monitor student progress and plan support for classroom teachers.

Alignment of Resources

Describe the process through which the LEA identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes.

Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in CSI schools.

Provide the person(s) responsible, frequency of meetings, inventory of resources and any problem-solving activities used to determine how to apply resources for the highest impact.

Process to Identify and Align District Resources:

The district relies on data-informed decisions to positively impact student performance. District teams are utilized to analyze data to make the most effective decision. Priority of assignment of resources is based on the schools that demonstrate the greatest need. The district develops its Continuous Improvement Plan based on the schools' progress and performance data. Information to determine needs is gathered through monthly meetings with school administrators and district department leads. The Superintendent's Leadership Team meets weekly to review goals, review strategic plans and

make adjustments in order to meet the needs of all students.

Methodology for Coordinating and Supplementing Funds:

As required by statute, state and local funds are allocated first, then federal funds are used to provide additional support to each of the schools, in alignment with each federal program requirement. The District's management and leadership teams work collaboratively to review and discuss purchases in order to maximize resources and services. The collaboration reduces duplication. Additionally, constant collaboration among the directors/managers of each of the federal projects, the finance office and Academic Services ensures that all activities are focused on the students' success.

The District recognizes the value of collaboration and has established the following schedule of meetings.

* Principal Leadership Team

- Monthly (2nd Thursday)
- Lead: Assistant Superintendent of Academic Services & Directors of Instruction
- Participants: School Principals/Leadership

* Executive Management Team

- Weekly (Monday)
- Lead: Superintendent
- Participants: Superintendent, Assistant Superintendent of Academic Services, Assistant Superintendent of Support Services, Director of Human Resources, Director of Finance, Coordinator of School Safety, Coordinator of Public Relations

* Extended Executive Management Team

- Monthly (Last Monday)
- Lead: Superintendent
- Participants: Superintendent, Assistant Superintendent of Academic Services, Assistant Superintendent of Support Services, Director of Human Resources, Director of Finance, Coordinator of School Safety, Coordinator of Public Relations, Director of MIS, Director of Transportation, Director of Facilities, Director of ESE, Director of Professional Learning, Director of Prekindergarten/Head Start, Coordinator of Parent Services, Coordinator of Assessment, Coordinator of School Counseling, Director of Media and Technology

LEA Policies and Practices

Identify specific policies and practices the LEA shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement

interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

All school board policies are annually reviewed, updated, and approved by the School Board to ensure that policies and practices remain up-to-date with Florida Statutes. Policies strengthen systems that support school leadership teams to implement interventions. In the case of any required modification, the modifications are submitted to the Superintendent who in turns submits to school leadership, together they make a recommendation to the Assistant Superintendent of Support Services to include changes or updates to a school policies, properly notify the public, and make recommendation for the School Board to approved in a regular Board meeting.

SB Policy 2.26*+ School Improvement and Education Accountability. The School Board supports the concept of school improvement as established by the State Board of Education. It maintains effective schools as defined by Florida Statute. A primary component of this policy is that a School Improvement Plan (SIP) is required for each school each year to be submitted and approved. The plan must address school progress, goals, indicators of progress, strategies, monitoring, and evaluation with all considerations of safety, discipline, attendance, accommodations, and other academic-related issues to be included. The plan must be developed in conjunction with the school advisory council.

SB 2.30*+ to address school specific needs and must meet the requirements of State Statutes and FDOE priority school requirements. Each plan must include partnerships with family and communities (SB 2.261*+) and provide parents with school choice. Schools identified as priority schools are provided additional resources and staffing to reach reform levels.

SB Policy 2.261*+ Family Involvement. The Superintendent requires a comprehensive plan to engage parents, families, and community members in a partnership to support student achievement, improvement, and support the school SIPs. The plan calls for an annual evaluation and identification of barriers to participation by parents and families.

Operational Flexibility

Provide the LEA's definition of "operational flexibility" provided to CSI schools to enable full and effective implementation of the SIP.

Operational flexibility is defined by the Gadsden County School District as the school's ability to make decisions based on the the school's data. Each school's leadership team has the flexibility to employ intentional strategies to address the priority issues identified by data. Operational flexibility requires that changes can be and are made immediately. Such flexibility means that the School Improvement Plan provides a framework that clearly and specifically set goals and objectives that improve student

learning and change culture.

External Partners

Describe the LEA's rigorous review process to recruit, screen, select and evaluate any external partners with whom the LEA will collaborate.

The Gadsden County School District has empowered each of the building leaders to interact with the community so that the specific needs of the school are met. To recruit external partners, the district provides media blasts and information sessions on the needs of our schools. Once an external partner has been identified and selected, they are screened in accordance with Florida statute. For example, partners who will visit the school physically, must undergo required background clearance. The process is managed through the Family and Community Engagement department. Annually, partner services are celebrated, with recognition of their contributions to each of the schools.

Monitoring

Describe how the LEA will monitor each school receiving UniSIG funds.

Support for the UniSIG schools will be provided through Academic Services, under the direct supervision of the Assistant Superintendent of Academic Services and the Directors of Instruction. The following strategies will be implemented by the Directors of Instruction to support schools receiving UniSIG funds.

1. Quarterly review of the each School Improvement Plan
2. Class walkthroughs to ensure fidelity of implementation of strategies and to support instruction.
3. Monthly meetings with principals and Academic Services
4. Monthly review of budgets to ensure alignment of resources.
5. Bi-weekly meetings with the instructional specialists and directors of instruction.
6. Monthly updates to the School Board.

Sustainability

Explain the strategies and activities the LEA will implement to support the eligible school after exiting CSI status.

To support schools after exiting CSI, the district will continue to host the monthly meetings with school administrators, where data will be reviewed to monitor (1) student academic progress, (2) student attendance, (3) and student behavior. The district will continue to conduct classroom walkthroughs, providing support to fragile teachers. Professional development opportunities will continue to be provided to strengthen the workforce.

Alignment with K-20 Strategic Plan

Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan.

In alignment with Florida's K-20 Strategic Plan, the Gadsden County School District will focus efforts on ensuring student achievement by providing the instruction that is aligned with the Florida standards and prepares students with academic success. Further, the district will focus on early learning to ensure readiness for school. The district will continue to provide professional learning to ensure a skilled workforce.

V. Acknowledgement

LEA Plan and Assurances Acknowledgment form.

Click the link to download the completed document (must be logged in to CIMSv2).

[Gadsden _ 2024-2025 UniSIG _ Acknowledgment.pdf](#) 

BUDGET	ACTIVITY	SCHOOL	FUNCTION/ OBJECT	FTE	AMOUNT
District Admin		District	7700/312	0.0	30,000.00
<i>Contracted services for grant management to ensure alignment of services and activities to approved budget.</i>					
District Admin		District	6150/510	0.0	4,228.12
<i>Materials and supplies to support district-wide community meeting to inform families and community on initiatives related to UniSIG schools. (paper, ink, posters, books, pencils, binders, cartridges)</i>					
District Admin		District	7700/644	0.0	1,819.50
<i>Laptop for contractor to maintain all records, files and activities related to the UniSIG project.</i>					
District Admin		District	7700/641	0.0	3,500.00
<i>File cabinets and storage units to maintain records and documentation related to UniSIG project implementation.</i>					
District Admin		District	7700/330	0.0	5,448.00
<i>Estimated costs associated with travel to attend conferences for project administrator and grant manager (Fall FASFEPA: Hotel: \$200/night x 3 nights x 2 attendees = \$1,800; Car rental: \$600; Per Diem: \$36/day x 3 days x 3 attendees=\$324.00; Spring FASFEPA: Hotel: \$200/night x 3 nights x 2 attendees = \$1,800; Car rental: \$600; Per Diem: \$36/day x 3 days x 3 attendees=\$324.00)</i>					
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	CARTER PARRAMORE ACADEMY	6400/310	0.0	35,000.00
<i>Contract services to provide professional development to teachers on curriculum, lesson plan development and instructional scope and sequence</i>					
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	CARTER PARRAMORE ACADEMY	6400/120	0.0	10,080.00
<i>Teachers of ELA, Math, Science, and Social Studies will be compensated two days a week (one hour each day), Monday-Thursday to plan weekly standards-based instruction and intervention at \$35/hr beyond their regular contracted hours (8 teachers x 2 hours x 18 weeks x \$35/hr)</i>					
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	CARTER PARRAMORE ACADEMY	5100/510	0.0	4,920.00
<i>instructional material such as copy paper, pens, pencils, printer cartridges, composition notebooks, binders, highlighters, etc.</i>					
Areas of Focus	Instructional Practice - Social Studies	CARTER PARRAMORE ACADEMY	6400/210	0.0	10,000.00
<i>Contract services to provide professional development to teachers on curriculum, lesson plan development and instructional scope and sequence</i>					
Areas of Focus	Graduation/Acceleration -	JAMES A. SHANKS MIDDLE	5100/311	0.0	40,500.00

BUDGET	ACTIVITY	SCHOOL	FUNCTION/ OBJECT	FTE	AMOUNT
	Acceleration	SCHOOL			
<i>Contractual services. Retired educators. subject matter experts or college students to provide support to students beyond and during the regular school day (Up to 5 contractors x 3 hours/day x \$30/hour x 90 days)</i>					
Areas of Focus	Graduation/Acceleration - Acceleration	JAMES A. SHANKS MIDDLE SCHOOL	6400/120	0.0	70,000.00
<i>Salaries. Stipends provided to teachers who participate in professional development activities beyond the school day. (Up to 40 teachers x 5 hours/week x 10 wks x \$35/hour)</i>					
Areas of Focus	Instructional Practice - Intervention	JAMES A. SHANKS MIDDLE SCHOOL	5100/120	0.0	9,000.00
<i>Salary. Provided to teachers serving as department or grade chairpersons, serving beyond the regular school day.(up to 6 teachers x \$1500)</i>					
Areas of Focus	Instructional Practice - Intervention	JAMES A. SHANKS MIDDLE SCHOOL	5100/210	0.0	900.00
<i>Retirement. (\$9,000 x 10%)</i>					
Areas of Focus	Instructional Practice - Intervention	JAMES A. SHANKS MIDDLE SCHOOL	5100/120	0.0	42,000.00
<i>Salary. Provided to teachers serving as beyond the school day instructors [before/after school]. Up to 10 teachers x 2 hours/day x 60 days x \$35/hour)</i>					
Areas of Focus	Instructional Practice - Intervention	JAMES A. SHANKS MIDDLE SCHOOL	5100/210	0.0	4,200.00
<i>Retirement. (\$42,000 x 10%)</i>					
Areas of Focus	Instructional Practice - Intervention	JAMES A. SHANKS MIDDLE SCHOOL	7900/160	0.0	62,500.00
<i>Drivers. Transportation for beyond the school day activities that support instruction (Up to 10 drivers x 2.5 hours/day x 100 days x \$25/hour)</i>					
Areas of Focus	Instructional Practice - Intervention	JAMES A. SHANKS MIDDLE SCHOOL	7900/460	0.0	20,000.00
<i>Fuel for transportation (beyond the school day and field trips)</i>					
Areas of Focus	Graduation/Acceleration - Acceleration	JAMES A. SHANKS MIDDLE SCHOOL	6400/510	0.0	19,200.00
<i>Materials and supplies for PLCs to support instruction (paper, pens, pencils, markers, cartidges post-it notes, chart paper, index cards, paper clips, office supplies, titles to support school improvement)</i>					
Areas of Focus	Instructional Practice - ELA	WEST GADSDEN MIDDLE SCHOOL	5100/150	0.0	6,720.00
<i>Salary for Paraprofessionals to support afterschool. Two paraprofessionals x 2</i>					

BUDGET	ACTIVITY	SCHOOL	FUNCTION/ OBJECT	FTE	AMOUNT
<i>hours p/d x \$20= \$40 per para x 2 = \$80 p/d x 84 days = \$6720.00</i>					
Areas of Focus	Instructional Practice - ELA	WEST GADSDEN MIDDLE SCHOOL	5100/160	0.0	2, 520.00
<i>Custodial Services for after-school building usage. Custodial staff will be paid for two hours (\$15 p/h x 2 = \$30 p/d x 84 days= \$2520.00</i>					
Areas of Focus	Instructional Practice - ELA	WEST GADSDEN MIDDLE SCHOOL	5100/120	0.0	45, 360.00
<i>provide afterschool tutorial(Four days per week and two hours per day, six teachers at \$35 per hour. One Coordinator/Lead Teacher of Afterschool three hours per day, four days per week, at \$40 per hour. Teachers x 6 x 2 p/d x \$35 p/h= \$200 per day x 84 days= 35,280. Coordinator \$40 x 3 hrs. p/d= \$120 p/d x 84=\$10,080.</i>					
Areas of Focus	Instructional Practice - ELA	WEST GADSDEN MIDDLE SCHOOL	5100/210	0.0	4, 626.72
<i>FICA benefits for afterschool employees: FICA (\$59,220 X 7.65% = \$4,530.33)</i>					
Areas of Focus	Instructional Practice - ELA	WEST GADSDEN MIDDLE SCHOOL	5100/310	0.0	5, 880.00
<i>School Resource Officer x 2 hours p/d= \$70 p/d x 84 days = \$5,880.00</i>					
Areas of Focus	Instructional Practice - ELA	WEST GADSDEN MIDDLE SCHOOL	5100/150	0.0	21, 487.50
<i>Hire a paraprofessional on a one year temporary basis to support the Push-in/ Differentiated Instructional model in ELA classes.</i>					
Areas of Focus	Instructional Practice - Science	WEST GADSDEN MIDDLE SCHOOL	5100/360	0.0	7, 000.00
<i>iXL for Science Instruction. Supporting resource to reinforce science standards.</i>					
Areas of Focus	Instructional Practice - Math	WEST GADSDEN MIDDLE SCHOOL	5100/360	0.0	4, 200.00
<i>Purchase Math resource iXL to reinforce the math standards-based instruction.</i>					
Areas of Focus	Instructional Practice - Science	WEST GADSDEN MIDDLE SCHOOL	5100/510	0.0	5, 000.00
<i>STEM Day at FAMU. MagLab. Gadsden county Extension Center. Challenger Learning Center and Wonder Works STEM Lab.</i>					
Areas of Focus	Instructional Practice - Math	WEST GADSDEN MIDDLE SCHOOL	5100/510	0.0	15, 000.00
<i>Materials and supplies to include but not limited to chart paper. note pads.</i>					

BUDGET	ACTIVITY	SCHOOL	FUNCTION/ OBJECT	FTE	AMOUNT
	<i>pens, pencils, calendars, markers, sticky notes, computer bags, bookbags. (\$1000 x 25 teachers)</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	WEST GADSDEN MIDDLE SCHOOL	6400/330	0.0	10, 000.00
	<i>Professional Learning - Building Expertise Annual Conference (Two Administrators and Instructional Coach)</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	WEST GADSDEN MIDDLE SCHOOL	6400/730	0.0	10, 000.00
	<i>Professional Learning Building Expertise Annual Conference (Two Administrators and Instructional Coach)</i>				
Areas of Focus	Instructional Practice - Science	WEST GADSDEN MIDDLE SCHOOL	5100/510	0.0	4, 500.00
	<i>Purchase of shirts necessary for the safety and identification on off campus field experiences and school representations. (350 x \$10 = \$3500 and 40 x 25 = \$1000)</i>				
Areas of Focus	Instructional Practice - ELA	WEST GADSDEN MIDDLE SCHOOL	5100/360	0.0	10, 000.00
	<i>Imagine Learning resource to assist ELL students and support core instruction. This program will assist students with learning English to help increase comprehension and increase student achievement.</i>				
Areas of Focus	Instructional Practice - ELA	WEST GADSDEN MIDDLE SCHOOL	7800/160	0.0	3, 000.00
	<i>Transportation costs. To provide transportation for students to take trips to local venues. They will gain pertinent information to help them connect state standards to real-world situations.</i>				
Areas of Focus	Instructional Practice - ELA	WEST GADSDEN MIDDLE SCHOOL	5100/150	0.0	10, 000.00
	<i>Stipend to teachers who are working towards their Reading endorsement. Any three courses must be completed to receive a stipend of \$500.00</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	WEST GADSDEN MIDDLE SCHOOL	5100/510	0.0	8, 000.00
	<i>Incentives and recognition for student attendance and behavior with rewards such as certificates, trophies, pencils, poppets, spirit shirts, stickers, bracelets, skittles, lollipops, educational games, etc.</i>				
Areas of Focus	Instructional Practice - Student Engagement	GADSDEN CENTRAL ACADEMY	6300/311	0.0	15, 000.00
	<i>Contracted services for behavior support during the regular school day that will facilitate learning and support students exhibiting harmful behaviors towards themselves and others. Provide incentives, such as field trips, classroom</i>				

BUDGET	ACTIVITY	SCHOOL	FUNCTION/ OBJECT	FTE	AMOUNT
<i>tokens. motivational supplies. parent training.</i>					
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	GADSDEN CENTRAL ACADEMY	6400/120	0.0	10,000.00
<i>ELA, Math, Science, and Social Studies teachers will be compensated two days per week (one hour each day). to plan weekly standards-based lessons and interventions at \$35/hr beyond the regular school contracted hours.</i>					
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	GADSDEN CENTRAL ACADEMY	5100/810	0.0	15,000.00
<i>Instructional materials. such as copy paper. pens. pencils. printer cartridges. composition notebooks. binders. highlighted pencils. chart paper. folders. markers. etc.</i>					
Positive Culture and Environment	Multiple Early Warning Signs	WEST GADSDEN MIDDLE SCHOOL	6100/311	0.0	15,000.00
<i>Sub agreements less than \$25,000.00 for transportation for students maintaining a specified behavior rating and improved attendance for the school year to participate in a scheduled field trip. (2 trips x 4 Charter buses = \$20,000)</i>					
Positive Culture and Environment	Multiple Early Warning Signs	WEST GADSDEN MIDDLE SCHOOL	5100/510	0.0	10,000.00
<i>Students will attend field trip to see science and math exhibits and discover how technology plays a significant role in the development and functions of the rides and electronic exhibits. Students will be afforded the opportunity to see math and science in action enhancing their real-world experiences.</i>					
Positive Culture and Environment	Multiple Early Warning Signs	WEST GADSDEN MIDDLE SCHOOL	5100/510	0.0	5,000.00
<i>Materials and supplies to promote school pride and SGA such as pens, pads, planners, business bags, polo shirts, t-shirts, SGA signs, shirts necessary for safety and identification on off campus field experiences and school representations. The SGA will consist of 15 members. Each will receive three shirts estimated to cost \$1000. Each SGA Officer (5) and sponsors (5) will receive three polo shirts estimated at (\$1000)</i>					
Positive Culture and Environment	Multiple Early Warning Signs	WEST GADSDEN MIDDLE SCHOOL	5100/510	0.0	7,878.91
<i>Motivations Squad to build a positive culture on campus with all grade levels. Purchase t-shirts necessary for safety and identification on off campus field experiences throughout the county as they represent the school. hats socks. shorts. backpacks water bottles and name badges. The squad will consist of up to 10 members from each grade both male and female.</i>					
Positive Culture and Environment	Other	JAMES A. SHANKS MIDDLE SCHOOL	6110/311	0.0	10,000.00

BUDGET	ACTIVITY	SCHOOL	FUNCTION/ OBJECT	FTE	AMOUNT
	<i>Contractual services: Consultant to address student nonattendance; promote positive student/parent attitudes toward attendance (1 consultant x 4 hours/day x \$23/hour x 100 days)</i>				
Positive Culture and Environment	Other	JAMES A. SHANKS MIDDLE SCHOOL	7300/311	0.0	14,900.00
	<i>Contractual services: Consultant to serve as mentor to school principal, supporting school improvement activities; providing guidance, modeling strategies and serving as a thought partner (1 consultant x \$14,900)</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	JAMES A. SHANKS MIDDLE SCHOOL	5100/330	0.0	17,500.00
	<i>Entry fees and travel for student field trips to activities related to instruction (Academic Competitions (State Science Competition), College Tours (TSG, FAMU, FSU, UF), Academic Field Experiences (St. Augustine Aquarium, Appleton Museum of Art, Aunt Louise's Farm, IFAS Gadsden County) (5 field trips x \$3500 each - trip will depend on weather; all trips located on Florida's approved fieldtrip directory)</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	JAMES A. SHANKS MIDDLE SCHOOL	5100/510	0.0	10,043.75
	<i>Signage for classroom environments to promote positive school culture; increase student attendance; support calming spaces and resiliency</i>				
Positive Culture and Environment	Other	JAMES A. SHANKS MIDDLE SCHOOL	5100/120	1.0	10,000.00
	<i>Salary: Provided for teacher on special assignment to support instruction; promote positive culture and facilitate improved resiliency with school environment; (1 teacher x \$10,000)</i>				
Positive Culture and Environment	Other	JAMES A. SHANKS MIDDLE SCHOOL	6150/510	0.0	25,000.00
	<i>Materials and supplies for parent/community engagement meetings to support and promote student success (approved titles for building relationships, consumables for make and take workshops for at-home learning; paper, pens, markers)</i>				
Positive Culture and Environment	Other	JAMES A. SHANKS MIDDLE SCHOOL	6150/369	0.0	3,000.00
	<i>Remind Communication Platform to engage students, parents and community in order to support student success</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	GADSDEN CENTRAL ACADEMY	6150/510	0.0	15,000.00
	<i>Instructional materials, such as copy paper, pens, pencils, printer cartridges, composition notebooks, binders, highlighted pencils, chart paper, folders, markers, manipulatives, educational games, motivational posters, incentives</i>				

BUDGET	ACTIVITY	SCHOOL	FUNCTION/ OBJECT	FTE	AMOUNT
	<i>field trips, educational literature for parents to promote parent attendance and participation. Parents will be invited to four Parent Evening events to receive information on B.E.S.T standards, I.E.P's, understanding student data, progress monitoring, grade level and graduation requirements.</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	GADSDEN CENTRAL ACADEMY	5100/510	0.0	10,000.00
	<i>Purchase a curriculum that teaches character development and decision-making skills to advocate for themselves and develop positive life habits to empower students with disabilities to communicate their preferences, strengths, and interests as they prepare for transition into life after high school and beyond.</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	GADSDEN CENTRAL ACADEMY	6300/311	0.0	30,000.00
	<i>Contracted services for behavior support during the regular school day that will facilitate learning and support students exhibiting harmful behaviors towards themselves and others.</i>				
Positive Culture and Environment	Student Attendance	CARTER PARRAMORE ACADEMY	5100/	0.0	10,000.00
	<i>Student incentives for attendance, field trips and supplies.</i>				
Positive Culture and Environment	Student Attendance	CARTER PARRAMORE ACADEMY	6150/510	0.0	5,000.00
	<i>Materials, Supplies, to promote parent attendance and participation. Parents will attend 4 parent nights throughout the year for information on B.E.S.T standards, understanding student data and grade level requirements, progress monitoring, and make and take nights to promote learning at home and school.</i>				
Positive Culture and Environment	Student Attendance	CARTER PARRAMORE ACADEMY	5100/510	0.0	10,000.00
	<i>Purchase a curriculum that teaches character development and decision-making to develop positive life habits.</i>				
Positive Culture and Environment	Student Attendance	CARTER PARRAMORE ACADEMY	6300/311	0.0	10,000.00
	<i>Contracted Services for behavior support during the regular school day to support students exhibiting behaviors that harmful to themselves and others</i>				
Plan Budget Total					804,912.50

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: September 24, 2024

TITLE OF AGENDA ITEM: Purchase of School Buses

DIVISION: Transportation

N/A

_____ This is a CONTINUATION of a current project, grant, etc. (School Start Time Grant)

PURPOSE AND SUMMARY OF ITEM:

The Transportation Department seeks to purchase four Blue Bird 71 passenger buses from Florida Transportation Systems, Inc. at a cost of \$149,384.00 per bus totaling \$597,536.00. The Transportation Department seeks to purchase five International Buses from Sun State International Trucks, LLC. at a cost of \$149,598.00, \$152,782.00, \$150,666.00, and two @ \$149,854.00 per bus totaling \$752,754.00. These buses will replace the aging buses in the district's school bus fleet and are required for the safe and timely transport of students to and from school.

FUND SOURCE: School Start Time Grant

AMOUNT: \$1,350,290.00

PREPARED BY: Matthew Bryant

POSITION: Director of Transportation

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: 

Sun State International Trucks, LLC

Jamie A. Gray
Account Manager 813-426-4168

6020 Adamo Drive
Tampa, FL 33619

FLDOE Bid # 2023-02

Customer #

Quoted To: Stock Phone: 0 Quote #: 77 Pass
Address: 0 Fax: 0 Quote Date: 8/27/2024
Email: 0

Quote For: 77 Passenger - TransAir AC Vin 4DRGVMMN2S8159182

Item #	Description	Qty	Unit Price	Discount	Price	
Bid Reference #	Pricing Per FL DOE Bid # 2023-02 - Effective 02/01/2024 to 01/31/2025	1	\$	\$	\$	
Model 2024	77 Passenger Type C School Bus (STD - Cummins ISB 250hp/660LbFt)	1	126,480.00	-	126,480.00	
All	[C1A]Front Tow Hooks	1	83.00	-	83.00	
C65-77p - Diesel	[C4]100 Gallon Fuel Tank (Air-Ride not required)	1	672.00	-	672.00	
Option	[B5B] PA w/Radio	1	453.00	-	453.00	
Option	[B6] Locking Door at Fuel Tank	1	33.00	-	33.00	
Additional Options	Locking DEF Door	1	39.00	-	39.00	
Additional Options	Locking Battery Compartment Door	1	33.00	-	33.00	
Option	[B13] Bus Lockup System	1	128.00	-	128.00	
Delivery	delivery	1	1,115.00	-	1,115.00	
TransAir-Tulsa, TA55F5	Front & Rear In-wall evap, micro ch skirt cond, 2 -TM 21 comp, analog control	1	13,083.00	-	13,083.00	
SEON	DH8H2TO-M	1	2,360.00	-	2,360.00	
SEON	WT2E20S20G0	1	160.00	-	160.00	
SEON	HD3Q03A20	1	358.00	-	358.00	
SEON	CHQ MP6A30	1	152.00	-	152.00	
SEON	HD3U01AN20	1	402.00	-	402.00	
SEON	HD3U01AN50	3	435.00	-	1,305.00	
SEON	HD2M02E	1	274.00	-	274.00	
SEON	inView360HD Connection Kit	1	54.00	-	54.00	
SEON	HEHD50	1	62.00	-	62.00	
SEON	DAM-1-07-MF	1	743.00	-	743.00	
SEON	HEHD20	1	29.00	-	29.00	
SEON	SRC-ROUTER-2	1	1,580.00	-	1,580.00	
New Standards for Bid 2023-02 Included in the Base Bus at "NO" additional charge.					Quote Subtotal	\$ 149,598.00
OCC Telematics W/5Yr service Plan & IC 360 ~ Bendix Intellipark ~ Integrated Independent Dash AC					Tax Rate	0.00%
Bendix Advanced Collision Mitigation ~ Electronic Stability Control ~ Rear & Forward Handrails					Sales Tax	-
Larger Left Side Driver Glove Box with Key & Cup Holder ~ NaviFlex Stepwell Coating ~ 12v outlet A & C					Other	-
Stainless Steel Heated Exterior Mirrors ~ Entrance Door includes "Door Ajar" Warning ~ Hood Assist (dual spring strut s					Less Deposit	0.00
Make all Purchase Orders out to Sun State International Trucks, LLC.					TOTAL	\$ 149,598.00

Sun State International Trucks, LLC

6020 Adamo Drive
Tampa, FL 33619

FLDOE Bid # 2023-02

Customer #

Quoted To: Stock Bus - Sun State International Phone: 0 Quote #: 2024
 Address: 0 Fax: 0 Quote Date: 8/6/2024
 Email: 0

Quote For: 77 Passenger Stock Bus w/AC

Item #	Description	Qty	Unit Price	Discount	Price	
Bid Reference #	Pricing Per FL DOE Bid # 2023-02	1	\$	\$	\$	
Next Gen 2025	Vin # 4DRGVMMN35B783802 MODEL YEAR 2025	1				
Next Gen 2025	77 Passenger Type C School Bus (STD - Cummins ISB 250hp/660LbFt)	1	126,480.00		126,480.00	
All	[C1A]Front Tow Hooks	1	83.00		83.00	
All	[C1B] Rear Tow Hooks	1	61.00		61.00	
C65-77p - Diesel	[C4]100 Gallon Fuel Tank (Air-Ride not required)	1	672.00		672.00	
C67-77L	[C10] Air Ride Rear Suspension	1	519.00		519.00	
Option	[B5B] PA w/Radio	1	453.00		453.00	
Option	[B13] Bus Lockup System	1	128.00		128.00	
Option	[B18] Underseat Rear Heater	1	406.00		406.00	
Additional Options	6" Aux Driver Fan	1	73.00		73.00	
Additional Options	Mud Flaps - Front	1	54.00		54.00	
Additional Options	Mud Flaps - Rear	1	54.00		54.00	
Delivery	DELIVERY	1	1,115.00		1,115.00	
STD - IC AC Dash	IC Integrated Independent Dash A/C & Heat					
AC - TBD	A/C TM-21	1	13,895.00		13,895.00	
Back-up Camera	Rosco backup camera w-7in mirror monitor in 6x30 mirror	1	1,310.00		1,310.00	
SEON	DH8H2TO-M	1	2,360.00		2,360.00	
SEON	WT2E20S20G0	1	160.00		160.00	
SEON	HD3Q03A20	1	358.00		358.00	
SEON	CHQ MP6A30	1	152.00		152.00	
SEON	HD3U01AN20	1	402.00		402.00	
SEON	HD3U01AN50	3	435.00		1,305.00	
SEON	HD2M02E	1	274.00		274.00	
SEON	inView360HD Connection Kit	1	54.00		54.00	
SEON	HEHD50	1	62.00		62.00	
SEON	DAM-1-07-MF	1	743.00		743.00	
SEON	HEHD20	1	29.00		29.00	
SEON	SRC-ROUTER-2	1	1,580.00		1,580.00	
	READY IN OCTOBER 2024					
New Standards for Bid 2023-02 Included in the Base Bus at "NO" additional charge.					Quote Subtotal	\$ 152,782.00
OCC Telematics W/SYr service Plan & IC 360 ~ Bendix Intellipark ~ Integrated Independent Dash AC					Tax Rate	0.00%
Bendix Advanced Collision Mitigation ~ Electronic Stability Control ~ Rear & Forward Handrails					Sales Tax	
Larger Left Side Driver Glove Box with Key & Cup Holder ~ NaviFlex Stepwell Coating ~ 12v outlet A & C					Other	
Stainless Steel Heated Exterior Mirrors ~ Entrance Door includes "Door Ajar" Warning ~ Hood Assist (dual spring struts)					Less Deposit	0.00
					TOTAL	\$ 152,782.00

Make all Purchase Orders out to Sun State International Trucks, LLC.

Sun State Intl. Trucks, LLC

8020 Adamo Dr.
Tampa, FL 33619

P: 813-426-4168

jamie.gray@sunstateintl.com

Bill To: STOCK

Phone:

Address:

Fax:

Date:

8/26/2024

Email:

School Bus Bid #2023-02

Item #	Description	Qty	Unit Price	Discount	Price
IC	77 TYPE C SCHOOL BUS	2	\$ 126,480.00		\$ 252,960.00
IC	Air Ride	2	519.00		1,038.00
IC	DELIVERY	2	1,115.00		2,230.00
TransAir	TransAir TM-21	2	13,083.00		26,166.00
IC	bus lock up	2	128.00		256.00
IC	front tow hooks	2	83.00		166.00
IC	REAR HEATER	2	406.00		812.00
IC	FULL PERF CEILING PANEL	2	std		
IC	RADIO/PA	2	453.00		906.00
IC	mud flaps front and rear	2	108.00		216.00
SEON	DH8H2TO-M	2	2,360.00		4,720.00
SEON	WT2E20S20G0	2	160.00		320.00
SEON	HD3Q03A20	2	358.00		716.00
SEON	CHQ-MP6A30	2	152.00		304.00
SEON	HD3U01AN20	2	402.00		804.00
SEON	HD3U01AN50	6	435.00		2,610.00
SEON	HD2M02E	2	274.00		548.00
SEON	inView360HD Connection Kit	2	54.00		108.00
SEON	HEHD50	2	62.00		124.00
SEON	DAM-1-07-MF	2	743.00		1,486.00
SEON	HEHD20	2	29.00		58.00
SEON	SRC-ROUTER-2	2	1,580.00		3,160.00
	READY IN JANUARY 2025				
2023-02 Standards included in the base Bus				Subtotal	\$ 299,708.00
7 yr. Allison Warranty;325-amp Alt; auto headlight system; pro lo hatch; vandal box w/key; 76" headroom; perf. Ceiling; SS mirrors; cruise control; 12v volt outlet; cup holder; navi flex stepwell; forward handrail; exhaust brake; OCC telematics w/ 5 yr service; ESC; advanced collision mitigation; Bendix intelligipark				Tax Rate	
				Sales Tax	
				Other	
				Deposit Received	
				TOTAL	\$ 299,708.00

Sun State Intl. Trucks, LLC

6020 Adamo Dr.
Tampa, FL 33619

P: 813-426-4168

jamie.gray@sunstateintl.com

Bill To: STOCK

Phone:

Address:

Fax:

Date:

8/29/2024

Email:

School Bus Bid #2023-02

Item #	Description	Qty	Unit Price	Discount	Price	
IC	77 TYPE C SCHOOL BUS	1	\$ 126,480.00		\$ 126,480.00	
IC	Bus Lockup	1	128.00		128.00	
IC	DELIVERY 2	1	1,115.00		1,115.00	
VALEO	VALEO TM-21	1	13,895.00		13,895.00	
IC	Mud Flaps-Front	1	54.00		54.00	
IC	Mud-Flaps-Rear	1	54.00		54.00	
IC	Radio P/A	1	453.00		453.00	
IC	Rear Heater	1	406.00		406.00	
IC	Air Ride	1	519.00		519.00	
SEON	DH8H2TO-M	1	2,360.00		2,360.00	
SEON	WT2E20S20G0	1	160.00		160.00	
SEON	HD3Q03A20	1	358.00		358.00	
SEON	CHQ-MP6A30	1	152.00		152.00	
SEON	HD3U01AN20	1	402.00		402.00	
SEON	HD3U01AN50	3	435.00		1,305.00	
SEON	HD2M02E	1	274.00		274.00	
SEON	inView360HD Connection Kit	1	54.00		54.00	
SEON	HEHD50	1	62.00		62.00	
SEON	DAM-1-07-MF	1	743.00		743.00	
SEON	HEHD20	1	29.00		29.00	
SEON	SRC-ROUTER-2	1	1,580.00		1,580.00	
	FRONT TOW HOOKS	1	83.00		83.00	
	READY IN APRIL 2025					
2023-02 Standards included in the base Bus					Subtotal	\$ 150,666.00
7yr. Allison Warranty;325-amp Alt; auto headlight system; pro lo hatch; vandal box w/key; 76" headroom; perf. Ceiling; SS mirrors; cruise control; 12v volt outlet; cup holder; navi flex stepwell; forward handrail; exhaust brake; OCC telematics w/ 5 yr service; ESC; advanced collision mitigation; Bendix intellipark					Tax Rate	
					Sales Tax	-
					Other	
					Deposit Received	
					TOTAL	\$ 150,666.00



**FLORIDA
TRANSPORTATION
SYSTEMS, INC.**

6041 Orient Road
Tampa, FL 33610

813.980.0174
800.282.8617
fax: 813.985.7874

www.FTS4Buses.com

Quote For: Gadsden District Schools - Matthew Bryant

September 10, 2024

Florida Transportation Systems	71-Capacity - DIESEL
Body Make and Model	Blue Bird Vision
Chassis Make and Model	BBCV 3303
Engine, HP/LB-FT	Cummins B6.7 200/600
Transmission	Allison 2500 PTS
FTS Inventory #s	12434-12437
Base Bus Price	
	\$124,490
Chassis Options INCLUDED	
[C1A] Tow Eyes Front	\$46
[C1B] Tow Hooks Rear	\$228
[C3] Auto Trans Warranty	Std (7 Yrs / Unlimited Miles)
[C4] 100 Gallon Fuel Tank	\$495
[C6] 270 Amp L/N 4864 Alternator (280 Amp L/N)	Included With A/C
[C8] Adjustable Pedals	\$857
[C13] Auto Headlamp System	Standard
Body Options INCLUDED	
[B1] Pro Lo Hatch	Standard
[B3] Vandal Box w/Key	Standard
[B4] 76" High Headroom (minimum)	Standard
[B5B] PA with Radio	\$830
[B6] Locking Door at Fuel Tank	\$28
[B13] Bus Lockup System	\$354
[B15] Stainless Steel Mirror System	Standard
[B16] Battery Disconnect Switch Label	Standard
[B18] Underseat Rear Heater	\$743
[B20] Powder-Coated Windows	\$215
Air Conditioning INCLUDED	
ComfortAire -(2)TM-21-133,700 BTU-1 Dash(Tie-In)+Front In-Wall+Rear in-Wall (2)Evaps-(2)Condensers	\$11,760
Delivery - Quincy - INCLUDED	
	\$938
Additional Options INCLUDED	
Camera Back-Up / Image In Dash Cluster	\$423
Cup Holder	\$58
Glove Box and LH Console Storage	\$144
Tag & Title Processing	\$225
Video & GPS System - SEON - INCLUDED	
DH8 DVR, 2TB Drive, 1 Camera, Cable Kit, Passive GPS	\$3,025
Additional Internal Cameras (Qty: 4 x \$425)	\$1,700
External Camera (Qty: 1 x \$600)	\$600
CAM-WINDMOUNT - CA/CHW/HD1W/HD3W Mounting Post	\$125
SAV-INV360-HD InView 360 Monitoring System - Includes 1 Front, 1 Rear & 2 Side Cameras, 4 Camera Housings, 1 Electronic Control Unit, Installation, Associated Cabling.	\$2,100
Delivered Price Per Bus	
	\$149,384
Four (4) Purchase Total	
	\$597,536



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: September 24, 2024

TITLE OF AGENDA ITEM: Gadsden Educational Staff Professional Association Agreement
2023-2024 Collective Bargaining Agreement

DIVISION: Human Resources

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

PURPOSE AND SUMMARY OF ITEM:

The Gadsden County School Board Bargaining Team and the Gadsden Educational Staff Professional Association are seeking board approval of the 2023-2024 Collective Bargaining Agreement

FUND SOURCE: NA

AMOUNT: NA

PREPARED BY: Dr. Sonya L. Jackson. 

POSITION: Director of Human Resources

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY:  _____

COLLECTIVE BARGAINING

BETWEEN

**The School Board of Gadsden
County**

And

**Gadsden Educational Staff Professional
Association**

**2023-2024 School Year
Mid-Year Negotiations**

Board Approved

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ARTICLE I RECOGNITION

- A. The Board hereby recognizes the GESPA as the exclusive collective bargaining representative for a unit of non-instructional employees of The School Board of Gadsden County I Florida described as follows:
- I. **INCLUDED:** All full-time and regular part-time non-instructional employees of the Gadsden County School District in the following positions: Maintenance Worker, Custodian, Custodial Assistant, Food Service Worker, Bus Driver, Bus Attendant, Educational Paraprofessional, Assistant Secretary, Clerical Worker, District Receptionist, Warehouse Supervisor's Secretary, Assistant Food Service Manager, and District Secretaries not designated as confidential.
 2. **EXCLUDED:** Director of Transportation; Director of Facilities; Supervisor of School Food Service; Food Service Manager; Vehicle Service Supervisor; District Finance Account Clerk; Administrative Assistants; Warehouse Supervisor; Office Managers; District Executive Secretaries to Superintendent, Deputy Superintendent, Assistant Superintendents, and Director of Instruction, Coordinators of Instructional Materials, School Food Service and Personnel; and all other full-time and regular part-time District employees not listed as included in the bargaining unit.
- B. Whenever used herein, the term "employee" shall mean any employee who is included in the forgoing appropriate unit.

ARTICLE II NEGOTIATION PROCEDURE

- A. In negotiating this Agreement, neither party shall have control over the selection of the representatives of the other party. However, the number of representatives per team shall not exceed five (5). Throughout negotiations, the chief negotiators shall sign all tentative agreements. There shall be six (6) signed copies of the final agreement. Four (4) copies shall be retained by the Board and two (2) copies retained by the Union.
- B. Following tentative agreement of the contract, the Board agrees to print a maximum of three (3) draft copies per work site for GESPA to distribute to its bargaining unit members for the purpose of ratification. The cost of printing shall be at the expense of the Board.
- C. Negotiation sessions not involving third party neutrals shall begin at a mutually agreed upon time. When it is necessary for a negotiation session to take place during normal working hours, only the members of the bargaining team shall be granted leave-in-line-of-duty. Such leave may include time for travel from the **member's work site to the session site.**
- D. Primary access to this Contract shall be through an electronic version that shall be available on the District and Association websites. A limited number of copies shall be printed at the expense of the Board within sixty (60) days after ratification for new employees and for administrative purposes. The Board also shall furnish ten (10) copies to GESPA for its use.

J

ARTICLE III GRIEVANCE PROCEDURE

A. Definitions.

1. "Grievance" shall be defined as a dispute involving the interpretation, application, or violation of a provision(s) of this contract.
2. "Grievant" shall mean any employee or group of employees who have filed a grievance.
3. "Day" shall mean a district workday based on the calendar approved by the Board the application of this provision shall not, however, result in the extension of a time period stated in this Article for more than ten (10) days.
4. Grievance Forms. Each grievance, request for review, and notice of arbitration must be submitted in writing on the appropriate grievance form and signed by the grievant(s). All grievance forms shall be dated when received. The grievance forms may be filed in person or by means of FAX, U.S. mail, or other recognized means of delivery.

B. Informal Resolution. When employees have a problem or complaint, they should attempt to resolve it through discussions with their supervisor or other appropriate personnel. If the problem or complaint cannot be resolved in that manner, the grievance procedure is provided as a formal means for resolving' the grievances of employees as defined below. An effort to resolve a problem or complaint under this provision does not waive the time limits for tiling a grievance at Step 1 as provided in Section E.3, below.

C. Resort to Other Procedures.

1. It is the intent of the parties to first provide a reasonable opportunity for resolution of a matter that constitutes a grievance through the grievance procedure. If prior to seeking resolution of a dispute by tiling a grievance hereunder, or while a grievance is being processed, an employee formally initiates resolution of the matter in any other forum, whether administrative or judicial, the Board shall have no obligation to proceed further with the matter pursuant to this grievance procedure.
2. As an exception of the provisions of paragraph A., above, a grievant may tile an EEOC charge while the grievance is in progress when such filing becomes necessary to meet federal tiling deadlines pursuant to 42 U.S.C. s. 2000e et seq. Furthermore, an employee may seek resolution of a dispute through site or school procedures prior to tiling a grievance and may request of the site administrator, an extension of the time limits for initial tiling of the grievance for this purpose.

D. Representation and Appearances.

1. An employee shall choose at Step 1 and Step 2 whether to be represented by GESPA or to represent him/herself. GESPA shall not be required to process grievances for employees who are not members of the Association.
2. The resolution of any grievance as defined herein shall not be inconsistent with the provisions of this contract, and the grievant shall have the opportunity to have GESPA present at any meeting involving the grievant called to discuss such a resolution.
3. Time spent by grievant and GESPA representatives investigating and processing grievances outside regular working hours shall not be counted as time worked.

E. Formal Grievance Procedure.

1. If the parties are unable or unwilling to resolve a grievable concern or problem through the informal process described in Section A, I above, a formal grievance may be filed under this Section.
2. Time Limits.
 - i. The time limits provided in the Article shall be observed, but may be extended by written agreement of the parties. Whenever illness or other incapacity of a party necessary to hear the grievance prevents his/her presence at a grievance meeting, the time limits shall be extended, by mutual consent, to such time that the party can be present. In the event a grievance is filed after May 15 of any year and strict adherence to the time limits may result in hardship to any party, the Board shall use its best efforts to process such grievance

- ii. prior to the end of the school term or as soon thereafter as possible.
- iii. Upon failure of any administrator to provide a decision at any step, within the time limits provided in this Article, the grievant may proceed to the next step. Upon failure of the grievant to file at the next step within the time limits provided, the grievance shall be deemed to have been resolved by the decision at the prior step.
- iv. Upon written agreement of the parties, any step in this procedure may be waived.
- v. A grievant may withdraw his/her grievance at any step but that same grievance may not be filed a second time unless it is of a continuous nature.

STEP I

- 3. A grievance shall be filed with the employee's site administrator within twenty (20) days following the occurrence of the alleged violation of the contract if the informal resolution process is used, or ten (10) days if the informal resolution process is not used. The grievance shall state the facts giving rise to the alleged violation, the specific section(s) of the contract alleged to have been violated, the employee's contention with respect to these provisions, and the specific relief sought, and shall be signed by the grievant. Within twenty (20) days after receiving the grievance, the site administrator shall meet with the grievant and representative, if representation is being used, and communicate his/her decision in writing to the grievant and the grievant's representative or otherwise resolve the grievance.

STEP II

- 4. If the grievant is not satisfied with the decision at Step I, he/she may, within ten (10) days following receipt of the Step I decision or following the date on which the Step I decision was due if no decision is provided, file a request for review of the Step I decision with the Superintendent's designee on the appropriate form. The Superintendent's designee shall, upon request, meet with the grievant and/or representative and may conduct whatever investigation is necessary to make a finding. Within twenty (20) days of the receipt of the grievance at Step 2, the Superintendent's designee shall communicate his/her Step 2 written decision to the grievant and/or representative or otherwise resolve the grievance.

STEP III

- 5. If the aggrieved is not satisfied with the disposition at Step II he/she may, within ten (10) days after the answer at Step II, appeal in writing on the proper form the original grievance to the Superintendent. The Superintendent may conduct whatever investigation is necessary to make a finding. Within twenty (20) days after the receipt of the grievance, the Superintendent shall notify the grievant as to His/her disposition of the grievance.

STEP IV

- 6. Mediation. The parties may, by written agreement, submit a grievance to mediation to be conducted by the Federal Mediation and Conciliation Service (FMCS), prior to being submitted to arbitration. When the parties agree to mediate an issue, the time limits to file for arbitration shall automatically be extended for the period necessary to conclude the mediation process.

STEP V

- 7. Arbitration
 - i. If the grievance has not been satisfactorily resolved at Step III, GESPA may, within ten (10) days following receipt of the Step III decision or following the date on which the Step III decision was due if no decision is provided, file an intent to submit the grievance to arbitration with the superintendent or his/her designee.
 - ii. A grievance filed at Step III on which no action has been taken by the grievant for twenty (20) days shall be deemed withdrawn and resolved in accordance with the decision issued

- at the prior step.
 - iii. Disclosure of Information. Neither the Board nor the grievant shall be permitted to assert in an arbitration preceding any grounds or rely on any evidence that has not previously been disclosed to the other party.
 - iv. Selection of Arbitrator. The parties shall follow the American Arbitration Association procedure for selection of an arbitrator and shall conduct the arbitration under its rules and procedures except as modified by the provisions of this Contract. The arbitration shall be scheduled within sixty (60) days following selection of the arbitrator.
 - v. Authority of the Arbitrator.
 - a. The arbitrator shall have no power to alter, add to, or subtract from the terms of this contract. Arbitration shall be confined to the application and interpretation of this Contract and the precise issue(s) submitted for arbitration. The arbitrator shall refrain from issuing statements of opinion or conclusions not essential to the determination of the issues submitted.
 - b. In rendering decisions, an arbitrator shall give due regard to the responsibilities of the Board and the Superintendent and their designees as provided in law and rule and shall so construe such responsibilities, except as they may be specifically conditioned by this Contract.
 - c. The arbitrator's decision shall be final and binding on the parties as provided in Section 447.401, Florida Statutes, provided that either party may ask that an appropriate court vacate such a decision on one or more of the grounds stated in Section 682.13, Florida Statutes.
 - d. An arbitrator's award may be retroactive as the equities of a case may demand, but an award shall not be retroactive to a date earlier than sixty (60) days prior to the date the
 - e. grievance was initially filed except for those provisions of State or federal law that may require an earlier date.
 - vi. Fees and Expenses. The losing party shall pay the fees and expenses of the arbitrator. A party desiring a transcript of the arbitration proceedings shall provide written notice to the other party at least five (5) days prior to the date of the arbitration and shall be responsible for scheduling a stenotype reporter to record the proceedings and for paying the appearance fee of the reporter and the cost of obtaining an original transcript. The party shall also provide a photocopy of the transcript to the other party upon written request and payment of reasonable copying expenses.
8. Processing.
- i. The site administrator shall refuse consideration of a grievance not filed or processed in accordance with this Article.
 - ii. If a grievance arises as the result of a condition that the immediate supervisor is without jurisdiction to resolve, the grievance shall be filed at Step II after discussing such filing with the Superintendent's designee.
9. Precedent - No complaint informally resolved, or grievance resolved at either Step I or II, shall constitute a precedent for any purpose unless agreed to in writing by the Board and GESPA.
- F. Documents. The grievant or representative shall be provided, upon request and with reasonable copying charge, with a copy of any identifiable document relevant to the grievance. All written materials dealing with the processing of a grievance shall be filed separately from the grievant's personnel file except an arbitration decision or a settlement agreement that requires personnel action(s) that affects the grievant.
- G. Notwithstanding the expiration of this contract, any claim or grievance arising while it was in effect may be processed through the grievance procedure until resolution, provided it is timely filed.

- H. Hearings and conferences under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons, including witnesses, entitled to be present, to attend, and **will** be held, insofar as possible, after regular school hours, or during working time of personnel involved. When such hearings and conferences are held, at the option of the administration, during school working hours, all employees whose presence is required shall be excused, with pay, for that purpose.
- I. Adjustment of any grievance as described herein shall not be inconsistent with the provisions of this Agreement.

ARTICLE IV
ASSOCIATION RIGHTS AND RESPONSIBILITIES

A. Use of facilities

GESPA and its representative shall have the right to use the Board's work sites and equipment in accordance with the applicable provisions of Gadsden County School Board Policy 9.30 entitled Use of Facilities. When fees are required, they will be assessed to GESPA for payment based on the fee schedule recommended by the Superintendent and approved by the School Board of Gadsden County.

B. Communication to Employees

- I. Bulletin Boards. GESPA shall have the right to post notification of activities and matters of GESPA concern on a designated bulletin board at each work site. The designated bulletin board will be established by mutual agreement of the site administrator and the president of GESPA.
2. GESPA shall have the right to use any intra-school communications system, the inter-school mail and e-mail systems (based on server availability), and mailbox distribution system. Distribution of materials shall be in compliance with procedures agreed upon by the site administrator and GESPA and the rules and policies of the Board. These communication systems shall not be used to transmit or display materials if the content of which relates to election campaigns for public office. In the event that the Board must collect postage for GESPA's use of the district inter-mail system, GESPA will be responsible for the payment of all such postage and cooperatively work out procedures for such payment.

C. Information Provided to GESPA

- I. Reports Provided to GESPA: The board shall provide GESPA without charge, during the weeks of September I and February I of each year a list of employees including the following information: name, classification, pay grade, hourly rate of pay, work site, home address, work phone number, and district hire date.
2. GESPA Access to District Policies and Rules: GESPA shall have access to District policies and rules and Board agendas and shall be notified of changes of such policies and rules when site administrators and other District Administrators are notified of such changes and at least five (5) days prior to the implementation, if feasible. The site administrator shall provide the site representative with one (!) copy of any district policy or rule requested by the site representative.

D. Upon appropriate authorization by any employee, the board will directly deposit the employee's monthly salary into any official financial institution that provides a bank routing number. In addition, the board will directly deposit a part or all of the employee's salary into the Envision Credit Union.

E. The Board shall deduct from the pay of each employee all current membership dues and uniform assessments of the GESPA, provided that at the time of each such deduction there is in the possession of the Board a valid signed membership form provided by GESPA for each such deduction, executed by the employee, in the form and according to the terms of the membership form. Membership shall continue year after year unless revoked by the employee. Authorization for dues revocation is revocable upon written request by the employee on the Employee Association Dues Revocation Form. The employee must first secure the written acknowledgement of GESPA on the Form, signed and dated, and then submit the form to the District Payroll Office. The revocation of the authorization for dues deduction will be effective at the beginning of the pay period no fewer than 30 calendar days from the date of the employee's submission of the completed Dues Revocation Form to the Payroll Office.

- I. Any employee may authorize dues deduction by presenting to the Board on or before September JO of the applicable school year a signed membership form authorizing the Board to deduct from the employee's salary an amount certified in writing by the GESPA to the Board, on or before September I of the applicable school year, as being due to the GESPA from each member thereof

as membership dues for that fiscal year, which amount shall be evenly divisible by ten (10) and deducted monthly beginning with the September pay check and continuing consecutively until ten (10) deductions have been made presenting said membership form to the Board after September 10 and at the time during the applicable school year, in which case the total amount to be deducted shall be a fraction of the annual dues based on the number of checks still to be issued in that year, beginning with the first check issued at least fifteen (15) calendar days after the Board's receipt of the employee's completed membership form. Sums so deducted from the employee's remaining salary checks shall be as nearly equal in amount as practicable. Provided, however that any employee whose employment begins after September 10 of the applicable school year may apply for such dues deduction, if the appropriate completed membership form is received by the Board not later than thirty (30) days after the beginning of the employee's employment by the Board. All such deductions and remittances by the school board shall be made in accordance with stipulations established by the Board or the Superintendent of Schools and remitted to the Big Bend Service Unit.

2. The District will provide GESPA with two payroll deduction slots for the purpose of deducting premiums (after tax) for companies participating in the benefits programs sponsored by GESPA through the NEA Member Benefits Program. All deductions shall be made on a twelve month basis using a mutually agreeable form to be provided by GESPA and transmitted to the common remitter selected by GESPA or its affiliates for such purpose as a single check amount to the remitter each payroll period. GESPA will hold the Board harmless for any claims arising out of the use of these payroll deduction slots. These deductions shall not be limited or restricted to any certain number of participants by the Board.
 3. The GESPA shall indemnify and save harmless the board and its employees from any and all claims, demands, suits, judgments, awards and costs incurred in connection with any such claim, demand, or suit resulting from any action taken or omitted by the Board or its employees for the purpose of complying with the provisions of the Article.
- F. The Board also agrees to furnish to the union in response to reasonable requests all available information concerning names, addresses, seniority and experience credit of all bargaining unit members; compensation paid thereto; agencies, minutes, and reports of all open Board meetings; census and membership data; and such other information as will assist the Union in developing intelligent, accurate, informed and constructive programs or proposals on behalf of employees together with information which the Union may require to process any grievance or complaint.
- G. Representatives of the Board and GESPA will meet upon the written request of either party during the term of the contract at a time convenient for both parties for the purpose of reviewing the administration of this contract and to resolve problems that may arise. These meetings are not intended to bypass the negotiations or grievance procedures.
- H. In Line of Duty-for GESPA Activities
- I. Work Responsibilities and In Line of Duty for the GESPA President.
 - i. It is the joint responsibility of the President, GESPA, and the District to limit the impact of the President's responsibilities and accompanying In-Line-of Duty on the President's work site through the following measures:
 - a. **Work** interruptions for GESPA business shall be minimized through the use of E-mail, voice mail, answering machine, call forwarding, where available.

- b. GESPA shall make available to the District a list of site Association representatives with whom employees may conduct GESPA business during the workday. The parties shall strive to limit the time during the President's hours used to conduct GESPA business. Not more than fifteen(15) minutes of the President's normal working hours will be used to conduct GESPA business, in addition to lunch or break time which the President may use for this purpose. If the President has reason to expect that pending issues will require additional work time, the President shall request one or more hours of In-Line-of Duty leave for such purposes.
2. The GESPA President or designee shall be provided up to twenty (20) days of In-Line-of Duty each fiscal year to conduct GESPA business or carry out GESPA activities.
- I. The Board may grant employees leave-in-line-of-duty each fiscal year as described below to carry out GESPA activities.
1. Legislative Committee - A legislative committee comprised of five (5) members appointed by the GESPA President shall be allowed three (3) days during the Legislative Session to lobby for educational concerns benefiting the Gadsden County School District.
 2. Florida Education Association Delegate Assembly - The Board agrees to grant two (2) days to each elected delegate to attend the Annual Delegate Assembly of the Florida Educational Association.
 3. Summer Leadership Training. Up to six (6) members of the GESPA Executive Board shall be granted up to a total of eighteen (18) days to attend Summer Leadership Training programs.
 4. Collective Bargaining Committee. A list of members of the GESPA bargaining committee shall be provided to the Board's negotiator by April 1 of each year. Such members shall be provided In-Line-ofDuty for negotiations under-the provisions of Article II, Section C of the Contract.
 5. Other GESPA Activities. Authorized GESPA representatives may request In-Line-of Duty to meet with employees at their work site for up to two hours to address GESPA business, provided the authorized representatives report their presence to the work site administrator or his/her designee and meet in a non-work area during the employee's duty-free time.
 6. GESPA Committee Representation. The GESPA President may appoint a GESPA representative(s) to any committee(s) appointed by the School Board that has an affect, long- term or short-term, on its membership. These shall include but not be limited to budget, compensation, sick leave bank, capital outlay, and staffing. Membership on committee(s) is advisory in nature, unless stated otherwise by the Board.
- J. Paid leave for GESPA Activities - Each year of this contract, representatives of the GESPA may be granted up to a total of ten (10) days of paid leave to conduct GESPA business provided the following conditions are met:
1. An employee shall provide the site administrator with a leave request form for the paid leave a minimum of forty-eight (48) hours prior to such leave.
 2. The site administrator shall approve the request for, paid leave unless he/she document in writing at least 24 hours in advance that the employee's absence would significantly impede the operation of the work unit, and under no circumstances shall the leave be denied after the leave has been duly authorized and approved by the administrator.
 3. No more than two (2) employees may be absent from any faculty on any day on such paid leave.
 4. No more than ten (10) employees in the district may be absent on such paid leave on any day.
 5. Except for the president of the GESPA, no employee may be absent on paid leave for GESPA activities for more than ten (10) days.
 6. The School Board, in conjunction with the GESPA, shall be responsible for tracking the amount of paid leave taken for GESPA activities.
- K. During the regular workday, the Executive Director of Big Bend Service Unit or the staff of the Florida Education Association and/or the president of GESPA may visit bargaining unit employees at the site,

provided the authorized representatives report their presence to the site administrator or his/her designee and they do not interfere with, nor disturb, normal site operations or cause the loss of instructional time. No authorized representative shall use this privilege except to conduct GESPA business.

ARTICLE V EMPLOYEE RIGHTS, PROTECTION AND RESPONSIBILITIES

- A. Pursuant to the Florida Public Employees - Collective Bargaining Act, as amended, *Florida Statutes 447.01* et seq., the Board hereby agrees that every employee shall have the right to freely join and participate in any employee organization of his/her own choosing and to negotiate collectively, through a certified bargaining agent, with his/her public employer in the determination of the wages, hours, terms and conditions of his/her employment, and to engage in concerted activities not prohibited by law and/or school board policy, for the purpose of collective bargaining. While the Board understands and agrees that it will not interfere with, restrain, or coerce employees in the exercise of any rights conferred by *Florida Statute 441* or encourage or discourage membership in any employee organization, or refuse to bargain collectively, fail to bargain in good faith, or take action against any employee because he/she has filed charges or given testimony under *Florida Statute 447*, the Board reserves the right to communicate with its employees as it deems necessary and appropriate.
- B. The employee, upon written request, shall have the right to review and reproduce the contents of the personnel file, being accompanied by a representative of the GESPA, if desired, and in the presence of the administrator responsible for the safekeeping of such file.
- C. Unless otherwise provided by Florida Statute 1012.31, the personnel file of each employee shall be open to inspection only by the School board, the Superintendent, the supervisor, the employee and such other person(s) the employee or the Superintendent may authorize in writing.
- D. No derogatory material shall be placed in an employee's personnel file that the employee has not had the opportunity to see. An employee shall sign any reviewed material. However, such signing does not indicate agreement but rather that the employee has seen the material. In the event an employee does not review and sign such material within five (5) working days after notification of the existence of such material, the material shall be filed in the personnel file.
- E. Any case of assault on an employee shall be promptly reported to the principal or his designated representative. The Board agrees to advise the employee of his/her rights and obligations with respect to such assault and shall render all reasonable assistance to the employee in connection with the handling of the incident with law enforcement and judicial authorities.
- I. All employees are entitled to a safe place to work. When an unsafe condition exists where continued work could result in injury to the employee or other employees, the unsafe condition shall be reported immediately to the supervisor. The supervisor shall take whatever action necessary to correct the condition. Should correction not occur to remedy the condition, the employee shall report the condition to the Superintendent/designee. This does not waive the right of an employee to grieve.
- Employees hired to assist with students with special behavioral problems will be made aware of the personal risk. The involvement of law enforcement will be at the discretion of the building administrator.
- F. The School Board shall have the right to take disciplinary action against its employees for just cause. Just cause shall be defined to mean:
1. Prior to taking official action, the board or its designee made an effort to determine if the employee violated or disobeyed a rule or order of management.
 2. The Board or its designees conducted an investigation to determine the facts.
 3. The Board applied its rule and penalties uniformly and without discrimination to all employees.
 4. The employee was given an opportunity to present her/his side prior to official action being taken.
 5. The Board's rule or order that the employee is alleged to have violated was not arbitrary, capricious or discriminatory.
 6. The Board gave the employee forewarning of the consequences or possible consequences if the employee did not obey the rule or order.
 7. When determining the degree of discipline, consideration will be given to the employee's service

record and the nature of the offense.

- G. Each employee who resides in the district and is employed at least half time, or who resides outside the district and is employed full time shall have the opportunity to enroll his or her child(ren) in the school of choice, subject to Gadsden County School Board Policy 5.20 entitled Student Assignment. In no instance will the child(ren) interfere with the performance of the employees' assigned duties.
- H. Nothing contained within this Contract shall be construed to deny or restrict any employee's rights that he/she may have under Florida School Laws or other applicable State or Federal laws or regulations. The rights granted to employees hereunder shall be deemed to be in addition to those provided elsewhere.
- I. The employee shall be entitled to full rights of citizenship, and no religious or political activities of any employee or lack thereof, shall be grounds for any discipline or discrimination with respect to the employment of such employees. The private and personal life of any employee is not within the appropriate concern or attention of the Board unless it interferes with the performance of his or her prescribed duties.-
- J. The Board agrees that it will in no way discriminate against any employee covered by this Contract because of **their race, creed, religion, color, national origin or ancestry, age, sex, marital status, sexual orientation, physical characteristics or disability.**
- K. The Board will repair or reimburse employees the current value of any clothing or other personal property damaged or destroyed as a result of battery upon the employee suffered in the course of his/her assigned duties, unless such loss is covered by insurance or reimbursement obtained from other sources. Written requests for reimbursement may be submitted to the employee's immediate supervisor. Such requests shall be governed by procedures developed by the Board.
- L. Each work site shall, when feasible, notify employees of emergency phone calls immediately upon their receipt, and make reasonable efforts to place other phone messages in an employee's mailbox within thirty (30) minutes of their receipt.
- M. The Board shall include in the District Master Plan for Staff Development components for non- instructional employees designed to improve the competencies of employees. A staff development committee shall be established consisting of representatives of each class of employees. The committee shall elect its own chairperson and shall consider the inservice needs of all non-instructional employees and make recommendations to the Professional Development Coordinator for inclusion in the Master Staff Development Plan.

ARTICLE VI LEAVE

Each employee must, for any absence from his/her work, secure official permission in advance, and no action purporting to grant leave retroactively shall be recognized. Leave for sickness or other emergency which was verbally approved in advance may be deemed to have been granted in advance if the employee makes to his/her principal or other immediate supervisor, at the earliest practicable time on the first day that he/she returns to work after such absence, a proper written report and explanation of the absence.

A. Sick Leave

1. Each member of the non-instructional staff employed on a full-time basis shall be credited with four (4) days of sick leave at the end of the first month of employment and shall thereafter be credited with one additional day of sick leave at the end of each month of service.
2. Sick leave may be taken by any non-instructional employee who is unable to perform his/her duties as such because of his/her own illness, or because of the illness or death of his/her father, mother, brother, sister, husband, wife, child or other close relative, or member of his/her own household, and who consequently has to be absent from his/her work.
3. Sick leave may not be used prior to the time it is earned and credited to the employee.
4. The employee shall be entitled to earn no more than one day of sick leave times the number of months of employment during each year of employment. ,
5. Sick leave shall be taken only when necessary because of sickness as herein prescribed.
6. A member of the non-instructional staff may transfer sick leave earned as an employee with another Florida school district.
7. Sick leave shall be cumulative from year to year, without limitation on the number of days of sick leave that may accrue to an employee: and provided, further, that at least one-half of such cumulative leave must be earned with this school district.
8. In case of reasonable doubt as to the validity of any sick leave claim, the Superintendent may require a supporting certificate of illness from a licensed physician.
9. Sick Leave Transfer to a Family Member. An employee may transfer earned sick leave to a spouse, sister, brother, parent, child or any designated person who is employed by the District under the provisions of District Policy and related procedures.

B. Personal Leave

Personal leave up to a maximum of six (6) days per fiscal year, with compensation, may be granted by the Superintendent, provided that the use of such leave shall be charged to the individual's currently accrued sick leave, and provided further that such personal leave shall be non-cumulative.

C. Illness-In-Line-Of-Duty-Leave

Any full-time employee shall be entitled to illness-in-line-of-duty leave when she/he has to be absent from her/his duties because of illness from any contagious or infectious disease contracted therein. Any employee requesting such leave shall provide proof, when so requested, that illness was contracted while discharging her/his duties as such employee. Such leave may be authorized for a total of not over ten (10) days during any fiscal year, subject to the provisions of Section 1012.63, F.S.

Where the amount of compensation payable hereunder for injuries, accidents or other disabilities which would entitle the employee to compensation under the provisions of the Florida Worker's Compensation Law, exceeds the amounts payable under said compensation law, payments hereunder shall be made for the difference between the amount paid under said Florida Workers' Compensation Law and the amount otherwise due under the provisions of this section.

D. In-Line-Of Duty

1. Any person who is sponsoring or participating in a school-sponsored activity;
2. Any person who is sent to an out-of-county meeting by the Superintendent or another authorized

- county official, to represent Gadsden District; and
- 3. Any person who is loaned to another county for special assignment such as evaluations and plant surveys.
- 4. Any GESPA member, who is an elected voting delegate to the Annual FEA Delegate Assembly, shall be assigned In-Line-of Duty for the purpose of attending this meeting. Names of voting delegates shall be submitted to the Deputy Superintendent or his designee annually by the GESPA president in order to secure leave for this purpose.

E. Leave for Jury Duty and/or Court Processes

For court appearances or duty performed, pursuant to court process, by an employee during school work hours, the employee shall receive from the Board full pay, allowances and/or reimbursements as follows:

- 1. When summoned to appear as a juror, or as a witness (except as a character witness) in any civil or criminal action in which the employee is neither plaintiff nor defendant: full pay, without allowances or reimbursements, with the employee retaining any payments or fees received from the court or other third parties for such appearance; but,
- 2. When summoned to appear as a defendant or as a witness in any action arising out of and in the course of her/his employment by the Board: full pay, allowances and/or reimbursements as though on "leave in line of duty" with any payments or fees received from the court or other third parties for such appearances to be endorsed to the Board.

F. Military Leave

Military leave shall be granted as required by law or Florida State Board of Education Rules, and may be granted as thereby permitted.

Military Caregiver and Qualifying Contingency Leave. An employee who is a caregiver of a relative who suffers serious injury or illness during active military duty, or who has a qualifying exigency as a result of a family member being on active duty in the National Guard or Reserves in support of a contingency operation, may qualify for category of FMLA leave as described in District Policy.

G. Parental Leave

Any employee or her/his spouse may be granted leave without pay, not to exceed one year in duration, incident to the birth or adoption of a child.

The application for such leave must be accompanied by a licensed physician's certificate attesting to the pregnancy of the applicant or the spouse of the applicant, the probable term thereof and the recommended period of confinement, or, in the case of adoption, by satisfactory evidence of the date custody of the child shall be delivered to the applicant.

Upon the filing of an application for parental leave, the employee and the principal shall, subject to the approval of the Superintendent and the Board, mutually determine the commencement date for such leave, based on evaluation of the capacity of the prospective mother to discharge her duties and/or the expected date of birth of the child or receipt of custody of the child to be adopted, as the case may be, and the leave shall continue for the remainder of the school year unless otherwise requested by the employee and approved by the Board.

H. Outside Employment

Employees who are on Board approved leave of absence shall not accept employment elsewhere unless written approval is granted in advance by the Superintendent of Schools. Acceptance of other employment without such approval shall cancel the leave and may subject the employee to disciplinary action.

I. Vacation Leave; Jump sum payment for accrued vacation leave.

- 1. All personnel employed full-time on a twelve-month basis will be allowed in each fiscal year vacation leave which may be taken at any time during the year as approved by the Superintendent; and in amounts as follows:

- i. During the first ten (10) years of the employee's full-time service for this School District, twelve (12) days per fiscal year. Such vacation leave may be cumulative up to a maximum of twenty (20) days.
 - ii. During and after the eleventh (11th) year of the employee's full-time service for this School District, eighteen (18) days per fiscal year. Such vacation leave, taken together with vacation leave accumulated in previous years, may be cumulative up to a maximum as defined by Florida Statute.
2. Subject to law and applicable rules and regulations, a lump-sum payment for any accrued vacation leave will be made to each employee upon termination of employment or upon retirement, or to employee's beneficiary if service is terminated by death. The amount of such lump-sum payment will be computed by multiplying the daily rate of pay of the employee at the time of such termination, retirement or death by the number of accrued vacation leave days which the employee has at that time, up to a maximum as defined by Florida Statute. In such computation, accrued vacation leave days may be counted whether earned before or after the effective date of this rule.

J. Abandonment of Position

Except in case of extreme emergency (sudden incapacitation, sudden illness, or accident which prevents prior approval for absence), if an UNREPORTED ABSENCE is for three (3) consecutive workdays, the School Board, upon the recommendation of the School Administrator and Superintendent, may consider the employee to have abandoned the position and resigned from the School District.

K. Employees Voluntary Sick Leave Bank

1. **Membership** - Any full-time employee, having been employed by the School Board for at least one (1) year and having at least five (5) days accrued sick leave at the end of the preceding year, may enroll in the Sick Leave Bank by voluntarily contributing one (1) sick leave day to the bank between August 15 and September 15 of any fiscal year. An eligible employee is defined as a person employed in a non-instructional position designated by the School Board as full time. A participating employee shall contribute one (1) sick leave day at the time of enrollment and one (1) additional day each employment year thereafter. Should the Bank need replenishment, an additional day may be assessed of persons desiring to continue participation, with two (2) days maximum contribution per year. An exception to the two (2) day maximum shall be considered in the case where a participating employee is suffering a medical hardship. In this case, employees may contribute additional days over the maximum amount.
A day is defined as the number of hours of work per day shown in the GESPA Agreement.
2. **Establishment and Duration** - The Sick Leave Bank will not come into existence until at least 150 sick leave days have been contributed and will remain in existence until termination by the Board or it is discontinued because of depletion of sick leave days.
3. **Sick Leave Bank Committee** - The Sick Leave Bank Committee shall be composed of two (2) employees, two (2) members appointed by the Superintendent and the following ex-officio members: GESPA President and one (1) School Board member. The Committee shall determine how many days, if any, an employee may receive from the Sick Leave Bank. The Committee will develop routine procedures for considering applications for use of the Sick Leave Bank including, but not limited to:
 - i. provision of standard forms for participating in or withdrawal from the Bank by an employee;
 - ii. provision for medical documentation of need;
 - iii. provision for monitoring eligibility of an employee;
 - iv. provision for monitoring of days in the Bank and determination of when a replenishing of the Bank may be needed;
 - v. provision for investigation of possible abuse of the Bank;
 - vi. and provision for furnishing the parties with status reports on the condition of the Bank on an annual basis.
4. **Changes in Procedures** -- Changes in procedures for administration of the Sick Leave Bank will be subject to approval of the Association and the Board's representative.

5. Participation -- Participation in the Sick Leave Bank is voluntary.
6. Utilization of Days -- Use of days from the Bank will be subject to the following conditions:
 - i. The claim must be based on a personal and catastrophic illness, injury, or accident.
 - ii. Prior to eligibility, an employee must exhaust all accumulated sick leave and other types of leave granted by the Board related to the accident, illness, or injury.
 - iii. An employee may not utilize more than sixty (60) days from the Bank without reapplication to the Committee for a further draw on the Bank. Such reapplication will be subject to all conditions which would apply to an original application.
 - iv. The salary of an employee participating in the Sick Leave Bank will be reduced by any benefits drawn from Worker's Compensation.
 - v. An employee otherwise eligible for full disability retirement will not continue to utilize the Sick Leave Bank.
7. Abuse -- Allegations of abuse of the Sick Leave Bank **will** be investigated by the Committee which will submit a report of its investigation to the Board and the Association including a recommendation for appropriate action, if any. The School Board will consider the report and recommendation prior to taking such action on the matter as it deems proper.

L. Unpaid Leave

Personal leave is that leave granted for non-work related reasons and does not entitle an employee to pay except as is provided in Article IV.

M. Policies and Procedures Governing Unpaid Leave

1. Unpaid Leaves of Ten (IO) Days or Less. The immediate supervisor and Superintendent must approve a request for personal leave often (IO) days or less before it is taken.
2. Unpaid Leaves of More Than Ten (IO) Days.
 - i. An unpaid leave of absence for more than ten (IO) days may be granted at the discretion of the School Board, upon affirmative recommendation of the Superintendent, provided that a qualified replacement is available. Except under compelling circumstances, such leave shall not be granted to probationary employees.
 - ii. Application for such leave must be made at least thirty (30) days prior to its commencement and shall include information regarding the purpose and length of the leave. In the interest of continuity in the instructional program, such leaves shall normally be **taken in semester increments.**
 - iii. Leave granted under this section shall be limited to two (2) years within a five-year period with the following exception:

An employee who wishes to serve in public office may request an exception of the two (2) year unpaid leave limitation in accordance with the provisions of this section.
 - iv. Reasons for such leave shall include personal health problems, including rehabilitation and regeneration. Employees may accept gainful employment during such leave to include, but not be limited to, Peace Corps, religious reasons, VISTA, and work with other government agencies.
 - v. An employee granted a leave under this section shall notify the site administrator in writing of his/her intent to return or seek additional leave as follows:
 - a. For leaves granted for the first semester, thirty (30) work days prior to the end of **the semester; or**
 - b. For leaves granted for the second semester or one school year, no later than March 1
3. Benefits During Unpaid Leave
 - i. Any employee granted a leave of absence as provided in this article shall be given the opportunity, unless otherwise provided, to continue insurance coverage in existing District programs during the leave, provided the entire premiums (Board and employee contribution) for such insurance programs shall be paid by the employee on a monthly basis in advance of the month due.
 - ii. To the extent permitted by the Florida Retirement System, employees shall be given the opportunity to continue retirement programs, provided the employee pays the full cost of

such programs. Fonnns are available from the Florida Retirement System for the employee to purchase such leave time.

4. Family Medical Leave - Employees requesting unpaid leave for serious personal or family illness are entitled to continued Board contributions to insurance programs as provided for in the Family Medical Leave Act. Employees wishing to receive this benefit must identify their leave request as a "Family Medical Leave" prior to talcing the leave and submit a completed "Certification of Physician" form with their leave request. Employees who do not return to work with the District shall be required to repay the Board contributions made during their unpaid leave.
 - i. Eligibility:

All full-time employees covered by this agreement who have worked for the Board at least twelve (12) months preceding the start of leave may be entitled to a total of twelve (12) work weeks of unpaid leave during any twelve (12) month period when leave is talcen for one or more of the following circumstances:

 - a. The birth of a son or daughter of an employee and to care for the child.
 - b. The placement of a son or daughter with an employee for adoption or foster **care.**
 - c. To care for the spouse, son, daughter or parent of an employee, if the family member has a serious health condition.
 - d. The employee is unable to perform the functions of the position because of the educational support personnel's own serious health condition.

N. Bereavement Leave

- I. A full-time employee who has completed the probationary period and has exhausted all available leave may apply for up to (2) days paid bereavement leave in the event of a death in his/her immediate family to malce funeral arrangements or to attend the funeral.
 - i. Immediate family is defined as a spouse, parent, grandparent, sibling, or children.
 - ii. An employee may apply for a maximum of 2 days paid bereavement leave per fiscal year.
2. Bereavement leave is not accumulative. Employees will not be paid bereavement for days not scheduled to work. Employees are required to provide a copy of the obituary or other satisfactory document to be attached to the leave request.

ARTICLE VII PERFORMANCE APPRAISAL

The parties recognize that the evaluation of the performance of all employees is the responsibility of the administration. The evaluation process is designed to assess and communicate performance effectiveness, to aid in improving performance of assigned duties, and if necessary, to develop a performance improvement plan to assist in addressing deficiencies for the employee whose performance is not satisfactory. The process is not to be used as a **vindictive measure**.

- A. An annual performance assessment shall be made of each employee by his or her immediate supervisor or the superintendent's designee. The period covered by the annual evaluation shall coincide with an employee's school year/fiscal year contract.
- B. Within two (2) weeks after the beginning of employment, or as soon thereafter as practicable, each employee shall be given a copy of the non-instructional assessment criteria or the appropriate form to be used. This distribution shall be followed by an explanation and discussion of the assessment process.
- C. The supervisor shall schedule a meeting with the employee to discuss the Annual Performance Assessment no later than fifteen (15) days after the completion of the evaluation period or by June 30, whichever is earlier. Each completed assessment form for the employee and all copies of it shall be dated and signed by the immediate supervisor and the employee, with the employee receiving one copy. The employee's signature indicates only that he/she has read the completed form, and not necessarily that he/she agrees with the assessment. The employee may attach any written comments to any written assessment within ten (10) days of the assessment review meeting.
- D. If the assessment indicates that the employee is not performing in a satisfactory manner, the immediate supervisor or the superintendent's designee shall provide assistance to the employee in correcting the areas of poor performance within a reasonable prescribed period of time.
- E. The process of performance assessments of each employee shall continue throughout the duration of her/his employment, with each assessment subject to amendment whenever such amendment shall, in the opinion of assessor, be justified, and may be based on any information that is available to him/her at the time **assessment is made**.
- F. **"Needs Improvement" or "Unsatisfactory" Evaluations.**
 - 1. **"Needs Improvement" Evaluation.**
 - i. An employee who receives an overall "Needs Improvement" evaluation shall be provided a Professional Development Assistance Form within ten (10) days of such receipt that contains at least the following information:
 - a. a description of the performance that needs to be improved;
 - b. the performance improvement desired;
 - c. assistance to be provided the employee including supervisory feedback, training, etc;
 - d. length of time within which to achieve the improvement; and
 - e. possible consequences for failure to improve performance.
 - ii. An employee, excluding employees within their first 97 days of employment, shall be provided a total of at least sixty (60) days or until the end of their work year whichever comes first, within which to improve performance to a "Satisfactory" level. The employee's performance shall be reevaluated within ten (10) days of the conclusion of the performance period.
 - iii. Annual salary increases shall not be withheld based on a "Needs Improvement" **evaluation**.
 - 2. **"Unsatisfactory" Evaluation.**
 - i. An employee who receives an overall "Unsatisfactory" evaluation shall be provided a Professional Development Assistance Form within ten (10) days of such receipt that contains at least the following information:
 - a. a description of the unsatisfactory performance;
 - b. the performance improvement desired;
 - c. assistance to be provided the employee including supervisory feedback, training, etc;
 - d. length of time within which to achieve the improvement; and possible consequences

- for failure to improve performance.
- ii. An employee shall be provided a total of at least forty (40) days, or until the end of their work year whichever comes first, within which to improve performance to a "Satisfactory" or "Needs Improvement" level. The employee's performance shall be reevaluated within ten (10) days of the conclusion of the performance period.
 - a. If, at the end of such period, an employee's performance continues to be evaluated as "Unsatisfactory", the supervisor may provide the employee with up to an additional forty (40) days to improve to a "Satisfactory" or "Needs Improvement" level, or may proceed to terminate the employee's appointment.
 - b. If, at the end of such period, an employee's performance is evaluated as "Needs Improvement", the supervisor will continue to evaluate the employee under the procedures in F, I, above.
 3. An employee whose performance is evaluated as "Unsatisfactory" shall not receive a salary increase during the period that such evaluation is in effect. If an employee's evaluation improves to "Satisfactory" or "Needs Improvement" during a period of no more than forty (40) days after the effective date of a salary increase, the employee shall be provided the salary increase on a prorated basis from the date of such evaluation.

ARTICLE VIII TRANSFER AND REASSIGNMENT, LAYOFF AND RECALL

TRANSFER AND REASSIGNMENT

- I. Definitions
 - A. Reassignments defined - A reassignment is movement of an employee from one position to another at the same work site.
 - B. Transfer defined -A transfer is movement of an employee from one work site to another.
 - C. Seniority defined - Seniority is defined as the total number of years the employee has been continuously employed by the Gadsden County School Board.
 - D. Qualifications: No employee shall be required to re-qualify for a position when seeking a transfer or reassignment to a position of equal qualifications.
2. Voluntary reassignment will be accomplished in the following manner:
 - A. Employees desiring reassignment may submit a written request to the facility manager during the vacancy period as posted.
 - B. All employees submitting the written request for reassignment within the worksite where a vacancy exists **will** be interviewed first.
 - C. The worksite manager **will** take the voluntary reassignment request for the position(s) available, and make a final determination among the candidates based on the following:
 1. Qualifications,
 2. Length of service in the district,
 3. Preferences of those requesting voluntary reassignment and,
 4. An interview.
 - D. Employees who are reassigned shall retain all experience credit for the purpose of their hourly wage rates and benefits as provided by this contract.
3. Voluntary transfers will,be accomplished in the following manner:
 - A. Employees desiring voluntary transfer **will** submit a copy of a transfer form to the employee's immediate supervisor, and the district personnel office, during the vacancy period as posted.
 - B. All employees submitting transfer forms shall be interviewed following those employees who submitted reassignment forms.
 - C. The work site manager will take the voluntary transfer list and the list of positions available, making final determination based on the following:
 1. Qualifications,
 2. Length of service in the district,
 3. Preferences of the voluntary transfers and,
 4. An interview.
 - D. Employees who are voluntarily transferred shall retain all experience credit for the purpose of their hourly wage rates,and benefits as provided by this contract.
 - E. Paraprofessionals who are employed in a Title I program and fall under the guidelines of ESEA

will be given priority to interview for vacancies to other work sites rather than meet additional requirements placed on Title I employees.

4. When involuntary transfer(s) in a school or department is necessary, the following procedure shall be followed:
 - A. The Superintendent shall determine the areas of reduction in specific departments.
 - B. Volunteers shall first be considered. Volunteers shall be transferred provided there is a school or program that is entitled to an employee with the volunteer's qualifications and the volunteer is approved by the receiving facility manager.
 - C. When there are not enough volunteers, involuntary transfers may be made. An involuntary transfer list shall be made based on the length of service in the district with the lowest in length of service being transferred first.
 - D. A list of positions with necessary qualifications to fill each position **will** be made from all school or departments needing additional employees. Said list will be made available to all who are being transferred involuntarily.
 - E. Involuntary transfers **will** indicate their preference of the available positions.
 - F. The Superintendent **will** take the involuntary transfer list and the list of positions available, making assignments based on the following:
 1. Qualifications,
 2. Length of service in the district,
 3. Preferences of the involuntary transfers and,
 4. An interview.
 - G. In the event that no position exists for which the involuntary transfer is qualified, the employee will be placed in layoff according to Article VIII.
 - H. Employees who are involuntarily transferred shall retain all experience credit for the purpose of their hourly wage rates and benefits as provided by this contract.
5. A volunteer is qualified if:
 - A. He/she is currently employed in a position with the same job classification; or
 - B. He/she has met the same requirements as specified on the job description.
6. A hiring freeze shall be in effect within that category while the involuntary transfer process is in progress.

Reduction in Personnel

In the event the School Board determines that the number of employees must be reduced, written notice shall be provided to GESPA. For the purpose of this article, the non-renewal of an annual status employee at the end of his/her contract shall not be deemed a reduction in personnel. The following procedures shall be controlling:

LAYOFFS

1. The School Board shall determine the departments, programs, areas, schools, work locations, and/or classifications in which the reductions or layoffs of employees shall take place.
2. Before laying off permanent status employees, the School Board will place permanent status employees in positions within the same job classification held by annual status employees.
3. The order of layoff of members of the bargaining unit shall be employees having the least amount of experience in the Gadsden County School District within the affected job classifications.

RECALL

1. The School Board shall determine the positions in which recall will be made and the number of employees to be recalled.
2. Employees shall be recalled in-the inverse order oflayoff.
3. It shall be the responsibility of the employee to keep the Board informed ofa current mailing address where a letter of recall can be ,sent. Letters of recall will be mailed by certified mail to the employee to the last address provided to the Board. Failure to respond to the letter of recall within ten (10) days after the receipt will be considered a resignation and the employee shall have no further right to recall.
4. If the employee has not been recalled within twelve (12) months, the layoff shall be considered permanent.

ARTICLE IX GENERAL EMPLOYMENT PRACTICES

- A. Notice of all openings and vacancies shall be posted by the Superintendent or his designee for five (work days) days prior to the filling of the vacancy, in the district administration building and shall be transmitted to all work-site supervisors, who shall post the notice at the site. A copy of all vacancies shall be e-mailed or sent to the GESPA President prior to the five day posting notifying GESPA of all vacancies.
- B. For consideration for appointment to a summer employment position, an employee must file with the Superintendent on or before May 1 of each year, a written application on a form to be furnished by the Superintendent. In making assignments of employees to summer positions, the Board will take into consideration relevant factors including but not limited to continuous employment by the Board.
- C. A person employed to fill a full-time position shall be appointed to that position on probationary status for a period of six (6) months. A probationary employee is entitled to all benefits provided a regular employee including the right to become or not to become a member of the union.
- D. Employees may be dismissed from a position in which they hold probationary status at any time without the necessity for the showing of cause.
- E. For the first three years of employment, non-instructional personnel can be non-renewed at the end of a contractual year without specifying cause. After three (3) consecutive years of active employment and a recommendation for the fourth year, non-instructional personnel shall be classified as permanent employees.
- F. A permanent status person promoted within a job class shall serve in the higher classification on probationary status for three (3) months. The employee shall retain permanent status in the lower classification unless dismissed for cause for other than unsatisfactory performance. A permanent status person who voluntarily transfers to another job class shall serve in the new position on probationary status for three (3) months after which he/she will be granted permanent status.
- G. A permanent employee's status shall continue from year to year unless the Superintendent terminates the employee for just cause or the Superintendent reduces the number of employees on a district-wide basis for financial reasons.
- H. In an effort to assure the safety of all students and employees, the Gadsden County School Board has developed and implemented a Drug-Free Workplace and Drug and Alcohol Testing Program. The Policies and Procedures governing the Drug Free Work place and Drug and Alcohol Testing Program will be strictly adhered to.
- I. Employees under contract who admit they have an alcohol and/or drug problem, or who test positive, will be required to complete a substance abuse rehabilitation program at an authorized rehabilitation center. Accrued sick leave, vacation, short term disability benefits and leave of absence may be used for the period chime the employee is in rehabilitation. The School Board, with the cooperation of the employee, will make a one-time attempt to rehabilitate the employee prior to any job action being taken.
- J. For each classification, job descriptions will be developed and job incumbents will be provided the opportunity to have input into their job descriptions when developed and/or revised. Employees have the right to have their job descriptions reviewed by their manager/director. Job descriptions shall be distributed to all cUITent non-instructional employees for the position to which they are assigned. The description shall include as a **minimum:**
 - 1. Job title and Description
 - 2. Minimum skills and qualifications required
 - 3. A specific stat ment of required tasks and responsibilities. Any evaluations of non-instructional employees' work performance shall be based solely upon said job descriptions and in accordance with Article VII - Performance Appraisal.

ARTICLE X EMPLOYEE DISCIPLINE AND PERSONNEL FILES

Provisions of this article shall not pertain to probationary employees.

- A. The Superintendent, acting through his/her designees, may discipline employees for just cause. *Just Cause* shall be defined as:
1. The Board or its designees made an effort to discover if, in fact, the employee did violate or disobey a rule or order of management or did commit any of the acts referred to by Section 1012.33, Florida Statutes or violate any provision of the Department of Education Code of Ethics, prior to taking **official action or,**
 2. The Board or its designees conducted a fair and objective investigation of the facts.
 3. The Board applied its rule and penalties uniformly and without discrimination to all employees.
 4. The employee was given an opportunity to present her/his side prior to official action being taken.
 5. The Board's rule or order that the employee is alleged to have violated was not arbitrary, capricious or discriminatory.
 6. The Board gave the employee forewarning of the consequences or possible consequences if the employee did not obey the rule or order.
 7. When determining the degree of discipline, consideration will be given to the employee's service record and the nature of the offense.
- B. Representation at Investigatory Discussion. When an employee is requested to appear before a site administrator/supervisor for the purpose of discussing matters that could be expected to lead to discipline or dismissal, the employee is entitled to have a representative present, upon request. An employee shall be notified at least forty-eight (48) hours in advance of such meetings, unless the seriousness of the matter dictates a shorter period of twenty-four (24) hours advance notice, and shall be advised of his/her right to have representation at the meeting. This provision shall not apply to meetings related to the employee assessment process described in Article 7 except for meetings that may be held to discuss a Professional Development Assistance Form related to an overall "Unsatisfactory" or "Needs Improvement" evaluation under Section C.
- C. Disciplinary Procedures - Suspension without Pay and Dismissal. When disciplinary action in the form of suspension without pay or dismissal is proposed, an employee shall be provided the procedural safeguards described below. These procedures include providing the employee with a "Predetermination Notice" (Section C 1.), an opportunity for a "Predetermination Conference" (Section C 2.), and a "Notice of Recommended Final Action" (Section C 3.)
- I. Predetermination Notice: Form and Delivery.
 - a. The employee shall be provided a written "Predetermination Notice" of the proposed action by personal delivery or certified mail, return receipt requested, at least ten (10) days prior to the date the action is to be taken. An employee may be suspended temporarily with pay, however, without such prior notice, until a decision is rendered and effective in the evidentiary hearing described in Section D, below.
 - b. The "Predetermination Notice" shall be signed by the site administrator/supervisor who is authorized by the Superintendent to discipline employees and shall include the following contents:
 - i. The disciplinary action proposed and its effective date.
 - ii. The specific charges or reasons for the action, including identification of any documents and witnesses on which the charges are then known to be based.
 - iii. A statement advising the employee that he/she may, within five (5) days of receipt of the "Notice," submit a request in writing on a form enclosed with the "Notice" for a "Predetermination Conference" in order to make an oral or written statement, or both, to the Superintendent's designee to refute or explain the charges made against the employee. The "Notice" shall state that failure of the

employee to submit the written form requesting a "Conference" within five (5) days constitutes a waiver of his/her rights to such "Conference" and that in the absence of a response, the proposed disciplinary action shall become effective as **proposed in the "Notice."**

- iv. The "Notice" shall give the name and address of the person with whom the request for a "Predetermination Conference" shall be filed. The "Notice" shall advise the employee that the "Conference" **will** be held prior to the proposed effective date of the action, at a time and place determined by the Superintendent's designee, normally during regular business hours.
 - v. A statement that the Superintendent and the Board are sincere in their desire to reduce the risk of error in taking the disciplinary action against the employee and to avoid wrongful damaging of the employee's reputation by untrue or erroneous charges, and therefore, the Superintendent and the Board are sincerely interested in receiving and considering the employee's response.
 - vi. A statement advising the employee of his/her right to representation at the **"Predetermination Conference."**
2. Predetermination Conference.
- a. The "Conference" shall be conducted by the Superintendent's designee who shall recommend action to the Board concerning the employee.
 - b. The "Conference" shall be set on at least five (5) days notice, and accommodation shall be made to insure it is conducted at a time and in a manner mutually agreed upon by both parties..
 - c. The person conducting the "Conference" shall convene the "Conference" at the time and place set and shall identify himself/herself, the employee and all other participants, and explain that the purpose of the "Conference" is to hear all sides of the charges so as to protect the employee from erroneous or arbitrary adverse action.
 - d. The "Conference" shall be formal. Its purpose shall be to discuss the basis of the proposed action and to reach a recommendation for final action. The Rules of Evidence shall not apply. The employee and the Board may bring a qualified representative to assist or advise him/her.
 - e. In order to promote an atmosphere conducive to free and open discussion of the charges and proposed disciplinary action, the parties may not cross-examine unwilling persons - managers or employees. The Superintendent's designee is responsible, however, for gathering information relevant to his/her decision and may, therefore, question anyone present in order to gather such information. In this regard, the Superintendent's designee shall ask questions of a party or witness, as requested by either party, in an area that is relevant to the decision.
 - f. The employee shall be permitted to submit relevant information personally and by witness, orally and in writing, with the privilege being reserved by the Superintendent's designee to give that information such weight, as he/she deems proper.
 - g. At the conclusion of the "Conference," the Superintendent's designee shall inform the employee when he/she will recommend whether to uphold the proposed disciplinary **action.**
3. Notice of Final Action.
- a. The Superintendent or designee shall notify the employee of his/her decision in writing by personal delivery or by certified mail, return receipt requested. If the decision is to uphold the proposed discipline, the "Notice of Recommended Final Action" must be provided to the employee at least five (5) days prior to the date the discipline is to be effective.
 - b. The "Notice of Recommended Final Action" shall specify the facts relied upon by the Superintendent's designee in reaching his/her decision, and shall refer to the policies, rules, laws or other legal basis on which the action is premised. The "Notice" shall endeavor to place the employee on actual notice of the decision-maker's rationale.
 - c. The "Notice of Recommended Final Action" shall also describe the employee's right to have the decision reviewed through an evidentiary hearing (see Section D, below). If the

- employee does not-- request an evidentiary hearing, the recommended final action will become Final Action when acted upon by the School Board. The Board or its designee will issue a Notice of Final Action within 5 working days of Board action.
4. Period between Notice of Final Action and Effective Date of Action, During the period between the issuance of the "Notice of Final Action" and the effective date of any disciplinary action, the employee shall be expected to perform his/her usual duties without disrupting fellow employees, or other persons or the employer's activities. If it is deemed highly desirable or necessary that the employee not continue to perform the same duties in the same location during this period, the Superintendent or designee may temporarily assign the employee to other duties. Alternatively, an employee may be suspended with pay, as provided in Section C, I.a.
 5. No Reprisal. An employee who participates in these disciplinary procedures shall not be subjected to reprisal, interference, or coercion as a result of such participation.
- D. Post-Determination Hearing.
1. A permanent employee who is suspended without pay or dismissed and who has participated in a **"Predetermination Conference" and received a "Notice of Final Action" as described in Section C, 2 and 3.,** above, shall be entitled to a *de novo* evidentiary hearing in accordance with the procedures outlined in the Florida Administrative Procedures Act, Chapter 120, Florida Statutes. An employee must elect in writing to proceed with such a hearing within fourteen (14) days of receipt of a "Notice of Final Action" (see Section C. 3. c, above.)
 2. An employee who prevails in a post-determination hearing shall be entitled to back pay, less mitigating earnings; legal interest; other equitable relief, including correction of personnel records; and reasonable attorney fees and costs. The amount of any monetary award for back pay, interest, and attorney fees shall be determined by the Board, in the exercise of its discretion, based upon the evidence submitted.
- E. Public Reprimand, An administrator shall not reprimand an employee in the presence of the employee's colleagues, teachers (other than the supervising teachers), or in the presence of students or the parents of such students. When reprimand or criticism is deemed necessary, it shall be made with discretion and out of public view and hearing.
- F. Personnel Files.
1. An employee shall have the right to review the contents of all records of the Board pertaining to the employee originating after initial employment and to have a representative of GESPA accompany him/her in such review. Other examination of an employee's file shall be limited to qualified supervisory personnel, except that GESPA representatives, with an employee's permission, may review such files when necessary for contract administration purposes or to provide the employee representation in other administrative or legal proceedings. Each file shall contain a record indicating who has reviewed it, the date reviewed, and the reason for such review.
 2. Material relating to work performance or other matters that may be cause for discipline originating after initial employment must be reduced to writing within 45 days, exclusive of the summer vacation period, of the school system administration becoming aware of the facts reflected in the material before being placed in an employee's personnel file. The employee shall be given an opportunity to review and sign the material. The employee's signature shall acknowledge that the employee has reviewed the material but shall not be interpreted to indicate his/her agreement with its contents. Complaints against the employee shall be put in writing with names of complainants, administrative action taken, and remedy clearly stated. The employee may respond in writing to any material, including complaints, which response shall be attached to the file copy of the material in question.
 3. All recommendations shall be based solely on the contents of the employee's personnel file.

ARTICLE XI INSURANCE

- A. Board shall provide for each employee, without cost to him/her, group term life and dental insurance. The Board will contribute for each employee no less than seventy-five percent (75%) for Capital Health Plan Insurance monthly to be applied toward payment of the single rate premium for Hospital-Medical-Surgical **insurance.**
- B. The Board during the life of this Agreement may at its sole option increase or decrease any and/or all of the benefits provided under this plan notifying the GESPA of any such increase(s) or decrease(s) at least thirty (30) days in advance.
- C. An insurance committee consisting of 3 members appointed by each bargaining unit and 3 members appointed by the Superintendent shall be established to investigate insurance alternatives and make recommendations to the Board and their respective members. This committee shall convene in January of each year and shall report its findings to each party prior to the regularly scheduled March Board meeting. The committee shall be advisory in nature and devise its own internal working procedure. Should the committee not convene and make recommendations as required, the Board shall proceed, as it deems appropriate in matters relating to its insurance provisions.

ARTICLES XII HOURS AND WORKING CONDITIONS

Annually, a committee consisting of 3 members appointed by GESPA and 3 members appointed by the Superintendent, shall be established to review working conditions and make recommendations as needed. The committee shall be advisory in nature and shall devise its own internal working procedure. The committee shall convene in October and shall report its findings to the chief negotiators before December 31 each year.

- A. Compensatory Time. Compensatory time shall be granted when the following provisions are met.
- I. Earning of Compensatory Time.
 - a. Pursuant to the provisions of the Fair Labor Standards Act and pertinent CFR provisions, the Board may choose to offer compensatory time, at a rate of one and one-half hours for each overtime hour worked, in lieu of overtime compensation, for time spent by employees engaging in duties beyond the normal contractual day causing them to work beyond their normal work week (40 hours).
 - b. Compensatory time is not actually accrued and available for use until the end of the work week during which the additional hours were performed. Further, while long-term additional duties beyond the normal work weeks may be pre-approved by a supervisor and/or a representative of the Superintendent for administrative convenience, compensatory time for carrying out such long-term, extra duties only accrues and becomes usable on a weekly basis at the end of each work week in which the employee carries out the extra duties extending beyond the normal work week.
 - c. Federal law applicable to this bargaining unit's members presently authorized the accrual for compensatory time up to 240 hours; however, the District supervisors shall make every reasonable effort to limit the number of accrued compensatory time hours to 40. Notwithstanding the intention of the parties to manage and restrict compensatory time hours in this manner, employees must either be allowed to continue to accrue compensatory time beyond 40 hours up to the maximum allowable number of 240, or be paid overtime wages at one and one-half times their normal pay rate whenever their supervisors ask or expect them to take additional duties that cause them to have an accrued balance of more than 240 hours of compensatory time, the District must pay appropriate overtime wage compensation for all compensatory hours accrued beyond 240.
 - d. The nature and extent of employee assignments beyond the normal workday for which compensatory time will be granted shall be determined by the site administrator consistent with the provisions of this Contract.
 - e. Compensatory time accrual shall apply to activities, such as faculty meetings, bus duty beyond the normal workday, parent-teacher organization meetings, school open houses and other extra, school-related activities that require employees to carry out additional duties beyond their normal work day/work weeks.
 2. Use of Compensatory Time.
 - a. Consistent with the parties' stated goal of restricting the accrual of compensatory time to a maximum of 40 hours, site administrators shall approve all reasonable employee compensatory time leave requests unless doing so would demonstrably create an unavoidable burden upon the function of the site administrator's operation;
 - b. The District may, at its discretion, substitute the payment of overtime wages, at a rate of no less than one and one-half times the employee's normal hourly rate, for accrued compensatory time.
 - c. Accrued compensatory time shall remain available for the employee's future use and cannot be forfeited or otherwise determined to have lapsed.
 - d. Within the first 30 days of the employee contract year, each site administrator shall provide to employees at the site a copy of the plan for implementing compensatory time at that site

- that is consistent with the provisions of this section.
- e. Upon an employee's termination, resignation, retirement or separation from employment for any reason, accrued compensatory time shall be converted to into overtime wages and paid to the employee at a rate of not less than one and one-half times the regular rate of **compensation.**
- B. An employee shall be given written notice of his/her employment status for the forthcoming school year/fiscal year no later than the final day of the employee's school year/fiscal year contract. In the event changes in an employee's appointment are proposed, the employee affected shall be notified promptly in writing. The employer reserves the right to adjust hours of work to meet program needs.
 - C. **Work Break and Lunch Period.**
 - I. **Work Break.** Employees shall be granted one fifteen (15) minute break near the middle. of each four (4) consecutive hour work period. Unused work breaks shall not be accumulated nor shall work breaks be scheduled at the beginning or end of a work shift.
 2. **Lunch Period.** An unpaid duty-free lunch period of at least thirty (30) minutes shall be provided for any employee scheduled to work more than four (4) consecutive hours.
 - D. **School Food Service.**
 1. One lunch is provided for school food service employees for 180 school days. One breakfast is provided for school food service employees who work in the breakfast program.
 2. The School Board will provide three uniforms for all cafeteria employees.-Appropriate shoes with non-skid soles are required.
 - E. **Transportation Employees**
 - I. **Definitions:**
 - i. **"Driving time"** is defined as that time necessary to drive a school bus from a central storage location or residence to the first student pick-up of the route and from the last drop-off to the appropriate parking location.
 - ii. **"Related duties"** is defined as any duty assigned or required that does not fall under the definition of driving time.
 - iii. **"Reposition"** is movement of a bus driver from one route to another during the school year or during rerouting in the summer months.
 - iv. **"Medically complex children"** are children who are health-impaired that have a physical condition that is chronic in nature. In the context of pupil transportation, "medically complex children" must be documented by an IBP and the bus services should include a bus attendant.
 2. Bus drivers shall work for six (6) hours per day which includes cleaning time and related duties (morning and evening). No additional hour is paid for driving a bus serving ESE students.
 3. Bus attendants shall work five (5) hours per day.
 4. Lead bus drivers shall work six (6) hours per day. Lead bus drivers shall be available during those six (6) hours to drive as needed. The salary will be paid in accordance with the Bus Driver salary schedule plus 10%.
 5. Bus Drivers are required to have Eight (8) hours training to be paid at Ten (\$10.00) per hour.
 6. Bus Attendants are required to train in accordance to their job description and will be paid \$9.00 per hour
 7. **Field Trip Procedures:**
 - a. Employees may be employed in addition to their regular duties to drive school buses for field

trips and other extracurricular activities, providing they hold the proper license. Regular bus drivers **will** be paid at a rate of \$9.50 per hour, if paid from school internal accounts and the general fund, and \$15.00 per hour for all grants.

- b. Bus drivers wishing to drive for field trips and other extracurricular activities may be considered by completing a request to be placed on a list for field trips or other extracurricular activities. Bus drivers who request that their names be placed upon such a list **will** be selected to drive in order of seniority. Each driver on the list will be offered an opportunity to drive for field trips or extracurricular activities before repeat drivers are offered additional trips.
- c. There will be two (2) documented attempts over a period of two (2) days to contact a driver. If an answering machine is contacted, a message **will** be left to call the Transportation office. In the event of less than two days notice of a field trip is given, management **will** use the first available driver according to the seniority list. Drivers who cannot be contacted because of the short notice **will** not lose their regular rotation.

In the event of a short notice (two hours prior to the trip) the next eligible driver may reject without losing their position on the roster. Except in cases of emergency, in the event a bus driver fails to show for a scheduled field trip, he/she shall forfeit his/her position on that field trip roster for one rotation. Operators who fail to report for assigned trips or who regularly reject trips without legitimate reasons shall be counseled concerning whether they wish to remain on the list. Continuation of either practice shall cause an operator to be deleted from the list. In addition they will not be allowed to make up the trip they failed to show for.

- d. Management has the right to pass over drivers that would earn overtime if assigned a field trip at that time. Drivers passed over will not lose their regular rotation.
- e. All trips assigned for the previous month will be posted in the Transportation Department by the tenth of the month. Postings will show persons assigned, hours, dates and number of trips taken.
- f. When a driver's turn for a field trip occurs during regular working hours, a substitute must be placed on that route. If the regular driver is out past midnight, the substitute is to return for the A.M. route. The driver is to report for the P.M. route.
- g. Trips are to be issued by geographic area unless otherwise requested.
 - i. Work in geographic area
 - ii. Work district wide

- 8. Transportation positions available for summer employment for bus drivers shall be filled as follows:
 - a. Available positions shall be posted at each work site as soon as practical prior to the beginning of summer for bus drivers.
 - b. Applicants from within the school system shall be afforded the first opportunity to apply for the available positions.
 - c. Seniority among current employees shall be the determining criteria for the filling of the available positions. If a driver is assigned a position and a grant position later becomes available a driver may apply in writing for the posted grant position.
 - d. Management reserves the right to assign drivers the routes involving medically complex children without regard to seniority. Criteria for selection of such drivers shall be experience transporting medically complex children and/or special training relating to providing services to medically complex children.
- 9. Repositioning of drivers:
 - a. Employees desiring to reposition may submit a written request to the Director of Transportation when an open route becomes available.
 - b. The Director of Transportation will make a determination of the repositioning of drivers based on the following:
 - c. qualifications

- d. length of service to the district as a bus driver

G Maintenance, Mechanics and Custodial/Janitorial On-Call and Call Back Procedure

1. **Definitions:**

- a. After-Hours-For this document, on-call and after-hours are synonymous and interchangeable.
- b. On-Call - The status of an employee that has agreed to be available for a specified time after normal business hours.
- c. On-Call Hours - The time outside of normal business hours. The following schedules are current but are subject to change. Schedule changes would not require further Board action for on-call.

2. **Schedules:**

a. **Maintenance Schedule**

Nonna! Schedule -4:00 pm to 7:30 am Monday through Friday and all-day holidays and weekends.

Summer Schedule - 5:00 pm to 7:00 am Monday through Thursday and all-day Friday, holidays and weekends.

On-Call Work Week -An on-call work week starts at 4:00 PM Monday and runs to 7:30 AM the following Monday.

b. Transportation Mechanics Schedule -

Nonna! Schedule- 5:30 am - 2:30 pm

7:00 am - 4:00 pm

8:00 am - 5:00 pm

Summer Schedule- 7:00 am - 5:00 pm 4 day work week

After hours- wrecker calls and after 5 pm service calls assigned by shop supervisor

c. **Custodial Schedule**

Custodial On-call schedule is optional at the discretion of the principal at each school. Schedules may vary based on normal working hours for each custodian.

Call-Back - Call-back is when an employee has been dispatched back to work after normal business hours.

On-Call Obligation:

An on-call employee is not required to remain on site but is required to be available and in fit condition for duty. Fit condition shall include refraining from the use of alcohol and/or other substances which may impair the employees' ability to drive and perform required duties while on-call.

In the event an on-call person falls sick during his appointed time, he shall immediately notify his supervisor so duties can be assigned to another employee.

If supplied, on-call employees are required to wear their district issued cell phone. When contacted, the on-call employee is required to respond within 20 minutes and when called-back to work, should be onsite within 90 minutes. On-call employees shall ensure they can be reached when called.

3. On-Call and Call-Back Pay:
 - a. There are 168 hours per week. Subtract the normal 40-hour work week and it leaves 128 on-call hours. On-call pay shall be calculated at \$1.00 per hour.
 - b. When called-back to work after hours, an on-call employee shall receive their normal hourly pay rate while on the job. This is in addition to the \$1.00 per hour rate. There shall be a 2-hour minimum for call-back.
 - c. The on-call employee shall be responsible for logging and submitting call-back time. Travel time is not calculated as time worked.
 - d. Overtime or compensatory time shall be only accrued on hours worked over 40 per week. On-call hours are not counted as hours worked. On-call rate is added to the employee's normal hourly rate when calculating overtime.

ARTICLE XIII
TERMINAL PAY

- A. All payments made pursuant to this Article shall be subject to law and rules and regulations of the Florida State Board of Education.
- B. Terminal pay for accumulated sick leave will, except as hereinafter otherwise indicated, be provided to all full-time employees at resignation without retirement, at normal retirement, or to the beneficiary if such service is terminated by death. The sick leave days used in calculating the amount of such terminal pay shall not include any such days earned otherwise than in full-time service of this School District. Such terminal pay shall not exceed an amount determined as follows:
 - 1. For the individual herself/himself, upon separation from such service by resignation without retirement, PROVIDED that he/she must then have been in the full-time creditable service of this School District for at least twenty (20) years: the daily rate of pay of the individual at that time multiplied by one hundred (100) percent times the number of days of accumulated sick leave.
 - After the 10th year 50%
 - After the 11th year 50%
 - After the 12th year 50%
 - After the 13th year 65%
 - After the 14th year 70%
 - After the 15th year 75%
 - After the 16th year 80%
 - After the 17th year 85%
 - After the 18th year 90%
 - After the 19th year 95%
 - After the 20th year 100%
 - 2. For the individual herself/himself, upon normal retirement, PROVIDED that he/she must then have been in the full-time creditable service of this School District for at least ten (10) creditable years, a sum determined by multiplying the individual's then current average daily rate of pay by her/his number of days of accumulated sick leave, times a percentage figure depending on her/his number of years of such service, as hereinafter indicated:
 - During the first 3 years 35%
 - During the next 3 years 40%
 - During the next 3 years 45%
 - During the next 3 years 50%
 - During the 13th year 60%
 - During the 14th year 65%
 - During the 15th year 70%
 - During the 16th year 75%
 - During the 17th year 80%
 - During the 18th year 85%
 - During the 19th year 90%
 - During the 20th year 95%
 - During and after the 21st year 100%
 - 3. For the beneficiary, upon the death of the individual in the service of this School District, a sum determined by multiplying the decedent's then current average daily rate of pay by her/his number of days of accumulated sick leave, times a percentage figure depending on her/his number of years of such service, as hereinafter indicated:
 - During the first 3 years 35%
 - During the next 3 years 40%
 - During the next 3 years 45%
 - During the next 3 years 50%
 - During the 13th year 60%
 - During the 14th year 65%
 - During the 15th year 70%
 - During the 16th year 75%
 - During the 17th year 80%
 - During the 18th year 85%
 - During the 19th year 90%
 - During the 20th year 95%
 - During and after the 21st year 100%

Such terminal pay, when paid upon resignation without retirement, or upon normal retirement, shall be paid only where the individuals resignation or retirement is concurrent in time with her/his separation

from the full-time service of this School District, except those employees enrolled in DROP, and then only if he/she is resigning or retiring under favorable circumstances, and not, for example, if the individual is being or has been dismissed by the Board, or if proceedings for such dismissal are pending. Further, such payment shall not be made if, within three (3) calendar years preceding the individual's separation from the full-time service of this School District, the individual has or shall have been convicted, under the laws of the United States of America or any State thereof, of a felony. The plea of guilty in any court, or the decision of guilty by any court, or the forfeiture of a bond in any court of law, or the written acknowledgment of having so committed any such offense, duly witnessed and made to the Superintendent or his duly appointed representative or the School Board, shall, for the purpose of this Article, have the same effect as that of a conviction of the offense.

- C. "Nonna! retirement," is defined as having 10 years of creditable service and age 62; or 30 years of creditable service regardless of age (this can include credit for up to 4 years of military service). For those employees who elect to participate in DROP, compensation will be disbursed according to School Board Policy.
- D. Terminal pay for accumulated sick leave paid to any person pursuant to this Article XIII shall totally replace and be in lieu of any and all payments to which the recipient might otherwise be entitled pursuant to any rule or other provision by the Board relating to terminal pay for accumulated sick leave.

ARTICLE XIV PROFESSIONAL COMPENSATION

Salaries shall be paid to the employee on a monthly basis.

- A. **Classroom Coverage.** An employee may be placed in charge of a classroom under the following **circumstances:**
1. An employee may be assigned to a classroom for up to two hours when the unanticipated absence of a certified teacher requires such classroom coverage. If an employee is assigned to provide such coverage for more than two hours during a day, the site administrator shall compensate the employee for the total hours worked during the day in this capacity under the provisions of paragraph 2 below. In circumstances of unanticipated absence that extend beyond two hours, site administrators shall, consistent with other staffing needs, assign one employee to provide coverage during the entire period rather than two or more employees at various times throughout the day. Site administrators shall, where possible, assign for this purpose only those employees who have indicated an interest in receiving such assignments.
 2. When a teacher notifies a site administrator that s/he is sick, going to be on personal leave, or on In-Line-of Duty, an employee may be assigned as a substitute teacher. Administrators shall, consistent with other staffing needs, assign one employee to provide coverage during the entire period of absence rather than two or more employees at various times throughout the period. Site administrators shall, where possible, assign for this purpose only those employees who have indicated an interest in receiving such assignments. If the employee is assigned to provide such coverage for more than two hours during a day, the employee will be paid one and one-half times their regular hourly rate of pay or at the current substitute teacher rate, whichever is greater, for the total time worked as a substitute, including any time worked during the day in the status described in paragraph A above.
- B. **Automobile Allowance:** An employee covered by this Contract who uses his/her automobile for School Board business shall be compensated for such travel at the current rate established by the Board. Such mileage reimbursement shall not include routine travel to or from the employee's home and an assigned work location. In order to receive mileage reimbursement, the employee must complete the proper forms and have the proper authorization as provided in Board policy.
- C. Employees who are required to be on call District-wide and carry an emergency phone that significantly restricts their freedom of movement and may necessitate their returning to the work site may use their assigned county vehicle to travel between their home and regular work site as well as to travel to the site of any emergency during the days that they are assigned such district-wide on-call assignment.
- D. Employees who are required to participate in Staff Development outside their regular workday will be compensated at their hourly rate of pay, including overtime where applicable.
- E. **Employment after retirement -** Beginning July 1, 2008 all retirees who remain unemployed for the appropriate time as defined by law and are reemployed with the School Board to appropriate positions as defined by F.S. 121.09 (9) (b) (3) will be placed on the salary schedule at Step 0 for their appropriate job assignment. Retirees will have the ability to move through normal step progressions for each year of service. Retirees who return to service with the School Board will remain on annual contract status until their relationship with the district is severed.

**ARTICLE XV
AMENDMENT AND DURATION**

- A. Entire Agreement.
 - I. The parties acknowledge that during the negotiations resulting in this Contract, each had the unlimited right and opportunity to make demands and proposals with respect to any and all subjects or matters not removed by law from the area of collective bargaining and that the understandings and agreements arrived at by the parties after exercise of that right and opportunity are set forth in this Contract. This Contract constitutes the entire agreement between the parties and concludes collective bargaining for its term, subject only to a mutual agreement by the parties to modify the Contract. Such changes shall be reduced to writing, ratified and signed by the parties, and shall become an amendment to this Contract.
 - 2. The Board and GESPA each voluntarily and unqualifiedly waive the right, and each agrees that the other shall not be obligated, to bargain collectively with respect to any subject or matter not specifically referred to or covered in this Contract, even though such subject or matter may not have been within the knowledge or contemplation of either or both of the parties at the time they negotiated or signed this Contract. As an exception to this provision, the parties will enter into negotiations that are necessary to address changes in terms and conditions of employment mandated by State or federal legislation.

- B. If a provision of this Contract is declared illegal or invalid by a court of competent jurisdiction, or rendered invalid by reason of subsequently enacted legislation, such action shall not invalidate the remaining provisions. In the event of such occurrence, the parties to enter into immediate negotiations for the purpose of arriving at a mutually satisfactory replacement for the part declared illegal or invalid.

- C. This Contract shall be effective on the date of its ratification by both parties and shall remain in full force and effect through June 30, 2023. New provisions shall be effective on the date of ratification unless a provision provides otherwise by its terms.

For the Gadsden Educational Staff
Professional Association (GESPA)

For The School Board of Gadsden County

GESPA

Chairperson

Date

Date

Big Bend Executive Director

Superintendent of Schools

Date

Date

Chief Negotiator

Date

APPENDIX A NON-INSTRUCTIONAL SALARY SCHEDULE DISTRICT/SCHOOL LEVEL

A One Dollar (\$1.00) across the board salary increase for all non-instructional employees covered by the GESPA Contact to be effective upon ratification by both parties. This will be added to the base hourly salary as reflected on this salary scale.

	T C H R A I D E	T C H R A I D E	T C H R A I D E	O T H T R A N S	C U S T O D I A N	O R I V E R S	F O O P R E P	F O O S U P V	R E C P T I O N	S E C R E T A R Y	S E C R E T A R Y	O T H M A I N T	M E C H A N I C	T E C H N I C I A N	O T H R M A I N T
PAY- GRADE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STEP															
0	17447.17	18316.49	19475.24	18028.09	21331.3	11360.9	14667.2	15884.66	24402.76	25272.08	25851.97	24692.19	29330.28	31403.67	35924.34
1	17621.24	18491.59	19650.34	18200.1	21516.7	11562.78	14789.77	16007.23	24646.87	25527.52	26142.43	25086.68	29792.75	31942.36	37049.1
2	17795.31	18663.6	19823.38	18375.2	21701.07	11767.75	14912.34	16128.77	24888.92	25781.93	261131.86	25480.14	30256.25	32499.96	38174.89
3	17968.35	18838.7	19998.48	18548.24	21886.47	11969.63	15033.88	16251.34	25133.03	26037.37	26721.29	25875.66	30720.78	33015.62	39299.65
4	18143.45	19012.77	20171.52	18722.31	22071.87	12171.51	15155.42	16373.91	25376.11	26291.78	27010.72	26269.12	31184.28	33552.25	40423.38
5	18316.49	19152.85	20345.59	18896.38	22257.27	12375.45	15276.96	16494.42	25620.22	26548.25	27302.21	26663.61	31648.81	34090.94	41549.17
6	18491.59	19359.88	20519.66	19070.45	22443.7	12578.36	15398.5	16615.96	25862.27	26802.66	27590.61	27057.07	32112.31	34627.57	42672.9
7	18663.6	19545.28	20693.73	19244.52	22629.1	12781.27	15520.04	16737.5	26107.41	27057.07	27881.07	27451.56	32574.78	35165.23	43798.69
8	18838.7	19706.99	20866.77	19418.59	22813.47	12984.18	15642.61	16860.07	26350.49	27312.51	28170.5	27846.05	33039.31	35701.86	44924.48
9	19012.77	19882.09	21041.87	19591.63	22999.9	13186.06	15764.15	16991.91	26593.57	27566.92	28460.96	28240.54	33502.81	36240.55	46048.21
10	19185.81	20056.16	21213.88	19766.73	23185.3	13390	15884.66	17102.12	26837.68	27823.39	28749.36	28634	33966.31	36777.18	47174
11	19359.88	20229.2	21388.98	19938.74	23371.73	13592.91	16007.23	17224.69	27080.76	28077.8	29039.82	29028.49	34430.84	37314.84	48298.76
12	19534.98	20403.27	21563.05	20113.84	23557.13	13795.82	16128.77	17346.23	27323.84	28332.21	29330.28	29421.95	34894.34	37852.5	49424.55
13	19706.99	20577.34	21736.09	20287.91	23741.5	13997.7	16251.34	17466.74	27566.92	28587.65	29620.74	29817.47	35357.84	38389.13	50549.31
14	19882.09	20750.38	21910.16	20460.95	23927.93	14202.67	16373.91	17590.34	27811.03	28842.06	29909.14	30210.93	35821.34	38925.76	51727.63
15	20056.16	20925.48	22085.26	20635.02	24113.33	14404.55	16494.42	17711.88	28055.14	29098.53	30199.6	30605.42	36284.84	39463.42	52798.83
16	20229.2	21098.52	22257.27	20810.12	24298.73	14606.43	16615.96	17833.42	28297.19	29352.94	30489.03	30998.88	36749.37	40001.08	53923.59
17	20403.27	21273.62	22721.8	21213.88	24808.58	14809.34	16737.5	17954.96	28982.14	29607.35	30778.46	31880.56	37212.87	41075.37	55071.01

**APPENDIX A-1- GUIDE TO POSITIONS
FOR APPENDIX A
NON-INSTRUCTIONAL SALARY SCHEDULE, DISTRICT/SCHOOL
LEVEL**

PAY GRADE 1:	Educational Aide, Clerical Assistant, Media Assistant, Parent Liaison, ESE Self Help Assistant-No College
PAY GRADE 2:	Educational Paraprofessional, Clerical Assistant, Media Assistant -AA Degree or Equiv.
PAY GRADE 3:	Educational Paraprofessional, Clerical Assistant, Media Assistant -Bachelors Degree
PAY GRADE 4:	Custodial Assistant, Bus Attendant
PAY GRADE 5:	Lead Custodian, Mechanic I, Warehouse Worker, Maintenance Assistant
PAY GRADE 6:	Bus Driver
PAY GRADE 7:	Cafeteria Worker
PAY GRADE 8:	Assistant Cafeteria Manager
PAY GRADE 9:	Receptionist-Xerox, Assistant Secretary
PAY GRADE 10:	Secretary I
PAY GRADE 11:	Secretary II
PAY GRADE 12:	Routing, Parts & Inventory Specialist, Maintenance Worker
PAY GRADE 13:	Parts Manager, Mechanic II.
PAY GRADE 14:	Audio Visual Equip. Technician, Boiler Mechanic, Electrician, Plumber, AC/Refrig.- Mechanic, Fire & Safety Inspector, Head Mechanic, Carpenter
PAY GRADE 15:	Lead Plumbing/Gas Mechanic, Lead Electrician, Lead HVAC Refrigeration Mechanic, Lead Boiler Mechanic and Lead Carpenter

Salaries are annual amounts based on the number of days indicated. Positions requiring less work days than those shown will be paid based on the salary rate for the classification times the number of days employed during the regular employment period.

Salaries for food service employees are based on 7.5 hours per day. Rates for food service employees who are hired to work less than 7.5 hours per day shall be determined by dividing the applicable annual rate by 183 days and by 7.5 hours per day, then multiplying the hourly rate times the hours and days to be worked. Hours worked by school food service employees shall be at the discretion of the School Food Service Supervisor.

Cafeteria workers and assistant managers who were certified by the Florida School Food Service Association during the prior school year shall be paid \$150.00 bonus in August of the new school year, provided they are reemployed and included on the current membership roster of the Florida School Food Service Association.

Lunch is provided for school food service employees for 180 school days. One breakfast is provided for school food service employees who work in the breakfast program.

Non-instructional Personnel will receive their step increases based upon completed years of experience and one classification, as verified by the District, each year beginning July 1 as reflected in the salary schedule in Appendix A.

The Superintendent may recommend that a new employee be credited with a maximum of five years of previous experience, based upon the individual's job training and/or knowledge of the position for which employed. The Superintendent may recommend that an employee be placed in a lower step than to which he/she might normally be placed, or held at the salary paid for the previous year, based upon limited experience and/or failure to perform his/her duties in a satisfactory manner.

APPENDIX B PROFESSIONAL DEVELOPMENT

Support Staff Professional Development Incentive

- A. An employee is eligible to receive a one-time Support Staff Professional Development Incentive of \$500 upon satisfaction of the following conditions:
 - a. Is currently serving in a full-time position in the GESPA bargaining unit and has permanent status;
 - b. Has received a "Meets Expectation" evaluation or higher for the most recent evaluation period;
 - c. Submits the required documentation of completion of each non-required job-related training to their immediate Supervisor or their designee, who inputs the course/training and the completed credits into a district database within 60 days; and
 - d. Notifies the district office when the full 75 hours have been completed
 - i. It is the individual employee's responsibility to keep copies of all documentation of completed training
 - ii. All training must be job-related and approved by the employee's supervisor
- B. Support Staff Professional Development Incentives are limited to one every two (2) years and no more than four (4) in the employee's career with the district
- C. Any professional development earned in excess of the 75 hours may be carried forward to count toward the next two (2) year period
- D. Credit will be granted for the following activities:
 - a. Personal enrichment to enhance the understanding of a work assignment or prepare an employee for advancement
 - b. Any training provided by a state agency or a worksite that is not required training for a position to remain valid or continuing education required for a specific position
 - c. Professional development offered by GESPA, FEA, NEA, and AFT through online training that relates to non-instructional employee positions
- E. Credit will not be granted for the following:
 - a. Special assignments for which an employee receives compensation
 - b. Coursework required for renewing a professional credential for the purpose, of continuing current employment.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8f

DATE OF SCHOOL BOARD MEETING: September 24, 2024

TITLE OF AGENDA ITEM: Gadsden County Classroom Teachers Agreement
2023-2024 Collective Bargaining Agreement

DIVISION: Human Resources

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

PURPOSE AND SUMMARY OF ITEM:

The Gadsden County School Board Bargaining Team and the Gadsden County Classroom Teachers Association are seeking Board approval of the 2023-2024 Collective Bargaining Agreement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Sonya L. Jackson 

POSITION: Director of Human Resources and Chief Negotiator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY:  _____

Collective Bargaining



The School Board of Gadsden County

and

*The Gadsden County Classroom
Teachers Association*

July 1, 2019 – June 30, 2022

Amended for the July 1, 2019 – June 30, 2020 Contract Year

Amended for the July 1, 2020 – June 30, 2021 Contract year (11/16/2021)

Amended for the July 1, 2022 – June 30, 2022 Contract Year (3rd year agreed upon 5/15/23)

Amended for the July 1, 2023 – June 2024 Contract

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PREAMBLE

This Agreement, entered into this 1st day of July 2023, by and between The School Board of Gadsden County, Florida, hereinafter called the "Board", and the Gadsden County Classroom Teachers Association, hereinafter called the "GCCTA", an affiliate of the Florida Education Association and American Federation of Teachers and the National Education Association,

WITNESSETH:

That in consideration of the following mutual covenants, it is hereby agreed as follows:

ARTICLE I - RECOGNITION

The Board hereby recognizes the GCCTA as the exclusive collective bargaining representative for the professional employees of The School Board of Gadsden County, Florida described as follows:

All full-time certificated instructional employees (as defined in applicable Florida Statutes, State Board of Education Regulations, and Policies, Rules and Regulations of The School Board of Gadsden County, Florida); PROVIDED, HOWEVER, that the Bargaining Unit shall not include any of the following: District Superintendent of Schools; Assistant District Superintendent of Schools; Directors, Coordinators, Supervisors; Visiting Teachers, Public Information Officers; Psychologists, Research Assistants; Occupational Specialists; Principals; Assistant Principals, R.O.T.C. personnel; Curriculum Assistants and Helping Teachers. The Bargaining Unit shall include Teachers, Peer Teachers, Librarian/Media Specialists, Behavior Specialists and Guidance Counselors.

Whenever used hereinafter, the term "teacher" shall mean any professional employee who is included in the foregoing appropriate unit.

ARTICLE II - ASSOCIATION RIGHTS AND RESPONSIBILITIES

- A. The GCCTA shall be permitted use of school property, facilities and equipment in accordance with applicable provisions of Gadsden County School Board Policy.
- B. The GCCTA shall have the right to post notices of activities and matters of GCCTA concern on one bulletin board in a designated area mutually agreed upon by the president of the GCCTA and the site administrator at each school center. Only GCCTA notices authorized by the president of the GCCTA or the GCCTA building representative may be posted. Prior to the posting of each notice a copy will be given to the building principal, which shall be a prerequisite to such posting.
- C. The GCCTA shall have the right to use teacher mailboxes for official communications. Such distribution shall be in compliance with procedures agreed upon by the site administrator and GCCTA.
- D. The GCCTA Building Representative shall have the opportunity to make brief announcements to those who voluntarily remain at the end of the School Faculty meeting.
- E. Duly authorized representatives of the GCCTA shall be permitted to transact official GCCTA business on school property after making such arrangements with the building administrator provided such transaction of business does not interrupt, interfere with or disrupt school business, activities or operations, or violate any applicable law, policy, rule or regulations.
- F. The board shall provide GCCTA without charge, during the weeks of September 1 and February 1 of each year a list of employees including the following information: name, classification pay grade, hourly rate of pay, work site, home address, work phone number, and district hire.

The board also agrees to furnish to the union in response to reasonable requests all available information concerning names, addresses, seniority and experience credit of all bargaining unit members; compensation paid thereto; agencies, minutes, and reports to all open Board meetings; census and membership data; and such other information as will assist the Union in developing intelligent, accurate, informed and constructive programs or proposals on behalf of employees together with information which the Union may require to process any grievance or complaint.

- G. The Board shall provide upon request by the GCCTA president and without charge a list of teachers including the following information: name, home address, classification, salary, step, grade level or subject area, degree, contract status, hire date, and work site name.
- H. Upon appropriate authorization by any teacher, the Board will directly deposit the teacher's entire salary into any official financial institution that provides a bank routing number. In addition, the Board will directly deposit a part or all of the teacher's salary into the Envision Credit Union.

I. The Board shall deduct from the pay of each employee all current membership dues and uniform assessments of the GCCTA, provided that at the time of each such deduction there is in the possession of the Board a valid membership form for each such deduction, executed by the employee, in the form and according to the terms of the authorization. Such authorization shall continue year after year unless revoked by the employee. A membership form shall be provided by the GCCTA.

1. Any teacher may authorize dues deduction by presenting to the Board on or before September 1 of the applicable school year a signed membership form authorizing the Board to deduct from the teacher's salary an amount certified in writing by the GCCTA to the Board, on or before September 1 of the applicable school year, as being due to the GCCTA from each member thereof as membership dues for that school year, which amount shall be evenly divisible by twelve (12) dependent upon the number of checks the teacher elected to be paid per year; or, the teacher may make such authorization by presenting said membership form to the Board after September 1 and at any time during the applicable school year, in which case the total amount to be deducted shall be a fraction of the annual dues based on the number of checks still to be issued in that year, beginning with the first check issued at least fifteen (15) calendar days after the Board's receipt of the teacher's completed membership form. Sums so deducted from the teacher's remaining salary checks shall be as nearly equal in amount as practicable. Provided, however, that any teacher whose employment begins after September 1 of the applicable school year may apply for such dues deductions, if the appropriate completed authorization form is received by the Board not later than thirty (30) days after the beginning of the teacher's employment by the Board.

All such deductions and remittances by the school board shall be made in accordance with stipulations established by the Board or the Superintendent of Schools.

2. All dues deductions by the Board shall be made on a monthly basis, commencing with the September pay check or, subject to the provisions of subparagraph 1 immediately preceding this subparagraph, with the paycheck issued on the earliest practicable date. All such deductions shall be remitted to the Big Bend Service Unit.
3. By presenting to the Board a signed membership form specifying the amount to be deducted from his/her salary, an employee may authorize deduction by the Board of any uniform assessment levied on her/him by the GCCTA. Such deduction will be made by the Board from the first paycheck issued to the employee at least thirty (30) calendar days after the Superintendent's receipt of said authorization.
4. The authorization of each deduction for dues or uniform assessments for the GCCTA shall be in force during the term of this Collective Bargaining Agreement, except Authorization for dues deduction is revocable upon written request by the employee on the Employee Association Dues Revocation Form. The employee must first secure the written acknowledgement of GCCTA on the Form, signed and dated, and then submit the Form to the District Payroll Office. The revocation of the authorization for dues deduction will be effective no fewer than 30 calendar days from the date of the employee's submission of the completed Dues Revocation Form to the Payroll Office.
5. The District will provide GCCTA with up to two (2) payroll deduction slots for the purpose of deducting premiums (after tax) for companies participating in the *NEA Member Benefits* programs sponsored by GCCTA and its state and national affiliates (*FEA & NEA*) All deductions shall be made on a twelve month basis using a mutually agreeable form to be provided by GCCTA and transmitted to the common remitter(s) selected by GCCTA or its affiliates for such purpose as a single check amount to each

remitter each payroll period. GCCTA will hold the Board harmless for any claims arising out of the use of these payroll deduction slots. These deductions shall not be limited or restricted to any certain number of participants by the Board.

6. The GCCTA shall indemnify and save harmless the Board and its employees from any and all claims, demands, suits, judgments, awards and costs incurred in connection with any such claim, demand or suit resulting from any action taken or omitted by the Board or its employees for the purpose of complying with the provisions of this Article.
 7. If at any time during the duration of this Agreement, the GCCTA violates the anti-strike provision of Florida Law, or if there is a refusal to perform the duties of employment by any member of the GCCTA, this Article shall immediately become void and inoperative during the terms of this Agreement.
 8. Legislative Committee – A legislative committee comprised of five (5) members appointed by the GCCTA President shall be allowed three (3) days during the Legislative Session to lobby for educational concerns benefiting the Gadsden County School District.
 9. Florida Education Association Delegate Assembly – The Board agrees to grant two (2) days to each elected delegate to attend the Annual Delegate Assembly of the Florida Educational Association.
 10. President’s Release Time – The President of the GCCTA or designee shall be granted ten (10) release days to conduct Association Business.
 11. Negotiations Committee. A list of members of the GCCTA Negotiations Committee shall be provided to the District’s Chief Negotiator by February 1 of each year. Up to eight (8) members of such committee shall be provided temporary duty for negotiations that are scheduled during the school day.
- J. Paid leave for GCCTA Activities – Each year of this contract, representatives of the GCCTA may be granted up to a total of ten (10) days of paid leave to conduct GCCTA business provided the following conditions are met:
1. A teacher shall provide the site administrator with a leave request form for the paid leave a minimum of forty-eight (48) hours prior to such leave.
 2. The site administrator shall approve the request for paid leave unless he/she document in writing at least 24 hours in advance that the teacher’s absence would significantly impede the operation of the work unit, under no circumstances shall leave be denied after the leave has been duly authorized and approved by the administrator.
 3. No more than two (2) teachers may be absent from any faculty on any day on such paid leave.
 4. No more than ten (10) teachers in the district may be absent on such paid leave on any day.
 5. Except for the president of the GCCTA, no teacher may be absent on paid leave for GCCTA activities for more than ten (10) days.
 6. The School Board, in conjunction with the GCCTA, shall be responsible for tracking the amount of paid leave taken for GCCTA activities.
- K. During the regular workday, the Executive Director of the Big Bend Service Unit of the Florida Education Association and/or the president of GCCTA may visit teachers at the site, provided the authorized representatives report their presence to the site administrator or his/her designee and they do not interfere with, nor disturb, normal site operations or cause the loss of instructional time. No authorized representative shall use this privilege except to conduct GCCTA business.

ARTICLE III - GRIEVANCE PROCEDURE

- A. Definitions.
1. "Grievance" shall be defined as a dispute involving the interpretation, application, or violation of a provision(s) of this contract.
 2. "Grievant" shall mean any employee or group of employees who have filed a grievance.
 3. "Day" shall mean a district workday based on the calendar approved by the Board. The application of this provision shall not, however, result in the extension of a time period stated in this Article for more than ten (10) days.
 4. Grievance Forms. Each grievance, request for review, and notice of arbitration must be submitted in writing on the appropriate grievance form and signed by the grievant(s). All grievance forms shall be dated when received. The grievance forms may be filed in person or by means of FAX, U.S. mail, or other recognized means of delivery.
- B. Informal Resolution. When employees have a problem or complaint, they should attempt to resolve it through discussions with their supervisor or other appropriate personnel. If the problem or complaint cannot be resolved in that manner, the grievance procedure is provided as a formal means for resolving the grievances of employees as defined below. An effort to resolve a problem or complaint under this provision does not waive the time limits for filing a grievance at Step 1 as provided in Section E.3, below.
- C. Resort to Other Procedures.
1. It is the intent of the parties to first provide a reasonable opportunity for resolution of a matter that constitutes a grievance through the grievance procedure. If prior to seeking resolution of a dispute by filing a grievance hereunder, or while a grievance is being processed, an employee formally initiates resolution of the matter in any other forum, whether administrative or judicial, the Board shall have no obligation to proceed further with the matter pursuant to this grievance procedure.
 2. As an exception of the provision in paragraph A above, a grievant may file an EEOC charge while the grievance is in process when such filing becomes necessary to meet federal filing deadlines pursuant to 42 U.S.C. s. 2000e et seq. Furthermore, an employee may seek resolution of a dispute through site or school procedures prior to filing a grievance and may request of the site administrator, an extension of the time limits for initial filing of the grievance for this purpose.
- D. Representative and Appearances
1. An employee shall choose at Step I and Step II whether to be represented by GCCTA or to represent him/herself. GCCTA shall not be required to process grievances for employees who are not members of the Association.
 2. The resolution of any grievance as defined herein shall not be inconsistent with the provisions of this contract, and the grievant shall have the opportunity to have GCCTA present at any meeting involving the grievant called to discuss such a resolution.
 3. Time spent by grievant's and GCCTA representatives investigating and processing grievances outside regular working hours shall not be counted as time worked.
- E. Formal Grievance Procedure.
1. If the parties are unable or unwilling to resolve a grievable concern or problem through the informal process described in Section A, 1 above, a formal grievance may be filed under this Section.

2. Time Limits.
 - a. The time limits provided in the Article shall be observed, but may be extended by written agreement of the parties. Whenever illness or other incapacity of a party necessary to hear the grievance prevents his/her presence at a grievance meeting, the time limits shall be extended, by mutual consent, to such time that the party can be present. In the event a grievance is filed after May 15 of any year and strict adherence to the time limits may result in hardship to any party, the Board shall use its best efforts to process such grievance prior to the end of the school term or as soon thereafter as possible.
 - b. Upon failure of any administrator to provide a decision at any step, within the time limits provided in this Article, the grievant may proceed to the next step. Upon failure of the grievant to file at the next step within the time limits provided, the grievance shall be deemed to have been resolved by the decision at the prior step.
 - c. Upon written agreement of the parties, any step in this procedure may be waived.
 - d. A grievant may withdraw his/her grievance at any step but that same grievance may not be filed a second time unless it is of a continuous nature.

STEP I

A grievance shall be filed with the employee's site administrator within twenty (20) days following the occurrence of the alleged violation of the contract if the informal resolution process is used or ten (10) days if the informal resolution process is not used. The grievance shall state the facts giving rise to the alleged violation, the specific section(s) of the contract alleged to have been violated, the employee's contention with respect to these provisions, and the specific relief sought, and shall be signed by the grievant. Within twenty (20) days after receiving the grievance, the site administrator shall meet with the grievant and representative, if representation is being used, and communicate his/her decision in writing to the grievant and the grievant's representative or otherwise resolve the grievance.

STEP II

If the grievant is not satisfied with the decision at Step I, he/she may, within ten (10) days following receipt of the Step I decision or following the date on which the Step I decision was due if no decision is provided, file a request for review of the Step I decision with the Deputy Superintendent or his/her designee on the appropriate form. The Superintendent's designee shall, upon request, meet with the grievant and/or representative and may conduct whatever investigation is necessary to make a finding. Within twenty (20) days of the receipt of the grievance at Step II, the Superintendent's designee shall communicate his/her Step II written decision to the grievant and/or representative or otherwise resolve the grievance.

STEP III

If the aggrieved is not satisfied with the disposition at Step II he/she may, within ten (10) days after the answer at Step II, appeal in writing on the proper form the original grievance to the Superintendent. The Superintendent may conduct whatever investigation is necessary to make a finding. Within twenty (20) days after the receipt of the grievance, the Superintendent shall notify the grievant as to his/her disposition of the grievance.

STEP IV

Mediation:

The parties may, by written agreement, submit a grievance to mediation to be conducted by the Federal Mediation and Conciliation Service (FMCS), prior to being submitted to arbitration. When the parties agree to mediate an issue, the time limits to file for arbitration shall automatically be extended for the period necessary to conclude the mediation process.

STEP V

Arbitration:

- a. If the grievance has not been satisfactorily resolved at Step III, GCCTA may, within ten (10) days following receipt of the Step III decision or following the date on which the Step III decision was due if no decision is provided, file an intent to submit the grievance to arbitration with the superintendent or his/her designee.
- b. A grievance filed at Step III on which no action has been taken by the grievant for twenty (20) days shall be deemed withdrawn and resolved in accordance with the decision issued at the prior step.
- c. Disclosure of Information. Neither the Board nor the grievant shall be permitted to assert in arbitration preceding any grounds or rely on any evidence that has not previously been disclosed to the other party.
- d. Selection of Arbitrator. The parties shall follow the American Arbitration Association procedure for selection of an arbitrator and shall conduct the arbitration under its rules and procedures except as modified by the provisions of this Contract. The arbitration shall be scheduled within sixty (60) days following selection of the arbitrator.
- e. Authority of the Arbitrator.
 1. The arbitrator shall have no power to alter, add to, or subtract from the terms of this contract. Arbitration shall be confined to the application and interpretation of this Contract and the precise issue(s) submitted for arbitration. The arbitrator shall refrain from issuing statements of opinion or conclusions not essential to the determination of the issues submitted.
 2. In rendering decisions, an arbitrator shall give due regard to the responsibilities of the Board and the Superintendent and their designees as provided in law and rule and shall so construe such responsibilities, except as they may be specifically conditioned by this Contract.
 3. The arbitrator's decision shall be final and binding on the parties as provided in Section 447.401, Florida Statutes, provided that either party may ask that an appropriate court vacate such a decision on one or more of the grounds stated in section 682.13, Florida Statutes.
 4. An arbitrator's award may be retroactive as the equities of a case may demand, but an award shall not be retroactive to a date earlier than sixty (60) days prior to the date the grievance was initially filed except for those provisions of State or federal law that may require an earlier date.
- f. Fees and Expenses. The losing party shall pay the fees and expenses of the arbitrator. A party desiring a transcript of the arbitration proceedings shall provide written notice to the other party at least five (5) days prior to the date of the arbitration and shall be responsible for scheduling a stenotype reporter to record the proceedings and for paying the appearance fee of the reporter and the cost of obtaining an original transcript. The party shall also provide a photocopy of the transcript to the other party upon written request and payment of reasonable copying expenses.

Processing.

- a. The site administrator shall refuse consideration of a grievance not filed or processed in accordance with this Article.
- b. If a grievance arises as the result of a condition that the immediate supervisor is without jurisdiction to resolve, the grievance shall be filed at Step II after discussing such filing with the Superintendent's designee.
- g. Precedent - No complaint informally resolved, or grievance resolved at either Steps I or II, shall constitute a precedent for any purpose unless agreed to in writing by the Board and GCCTA.
- h. Documents. The grievant or representative shall be provided, upon request and with reasonable copying charge, with a copy of any identifiable document relevant to the grievance. All written materials dealing with the processing of a grievance shall be filed separately from the grievant's personnel file except an arbitration decision or a settlement agreement that requires personnel action(s) that affects the grievant.
- i. Notwithstanding the expiration of this contract, any claim or grievance arising while it was in effect may be processed through the grievance procedure until resolution, provided it is timely filed.
- j. Hearings and conferences under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons, including witnesses, entitled to be present, to attend, and will be held, insofar as possible, after regular school hours, or during working time of personnel involved. When such hearings and conferences are held, at the option of the administration, during school working hours, all employees whose presence is required shall be excused, with pay, for that purpose.
- k. Adjustments of any grievance as described herein shall not be inconsistent with the provisions of this Agreement.

ARTICLE IV - TEACHING CONDITIONS

A. Work Day

1. The parties agree that each teacher's normal work day shall cover a period of seven (7) hours and thirty (30) minutes.
2. The time for beginning and ending of that teacher's work day shall be determined by the Principal at his/her discretion, subject to change by the Superintendent, and provided further, that the duration of the teacher's work day shall be extended when the Principal requests the attendance of the teacher at a conference, group meeting, or other performance of professional responsibility.

B. Faculty Meetings

1. Regularly scheduled faculty meetings shall not extend the teacher's workday by more than forty-five (45) minutes unless agreed upon by majority vote of the teachers present. The vote must be initiated by a teacher.
2. At least twenty four (24) hour notice shall be given before any faculty meeting other than those needed to deal with emergency situations.

A teacher shall provide written notification, including reason of regret, to the school administration if he or she is not able to attend a regularly scheduled faculty meeting or emergency called meeting.

C. Instructional Frame Work

1. Each teacher's workweek shall not be more than fifteen hundred (1500) minutes of direct student instructional time except in those schools with extended day (Differentiated Accountability), schools with 8 periods of 45 min/elem. schools with 55 min periods, or schools with extended Reading blocks in the approved District Plan. Teacher work schedules shall be determined by the site administrator. Efforts shall be made to give teachers the opportunity to have input into developing their work schedules.
2. Consideration shall be given to the number of students, class composition and planning. The school administrator reserves the right to make the final decision.
3. All teaching schedules will be provided during preplanning; teaching assignments are based upon certification and school leaders will notify staff in a timely matter prior to the beginning of the new school year.
4. Assignments may be revised as needed, but not to go into effect less than one week (5 teacher workdays) after written notice.
5. Teachers hired after preplanning shall receive teaching assignments and schedules on the first day of employment.
6. Every effort shall be made to minimize and/or reduce the number of preparations each teacher shall have. In furtherance of this responsibility, the parties agree that teachers shall not be required to teach in more than three (3) certification areas, nor teach subjects involving more than three (3) different preparations or any combination to exceed three (3) preparations in secondary schools.
7. Within a given site, the administration shall make a reasonable effort to balance the load between teachers teaching identical courses.

D. Instructional Resources

1. Teachers will be expected to exercise reasonable control, under the direction of the site administrator, of textbooks, supplies, or equipment assigned to them.
2. Teacher will be provided with supplies textbooks, and teaching materials as deemed necessary by the site administrator to teach the course assigned.
3. Teachers shall not be required to purchase supplies, textbooks, materials or equipment from their personal funds.
4. The Board agrees to make available in each school word processing and reproduction/duplicating capabilities to aid teachers in their preparation of instructional materials. Audio-visual equipment shall be made available in each school for classroom use.

E. Planning/Preparation Time

School principals shall make every effort to ensure teachers are provided duty-free planning without risking the safety of students. Administrators and teachers at any site shall develop a plan to allow duty-free planning using site-based decision making. However, the final decision shall remain with the site administrator. If the planning time is compromised with duty, an agreement can be reached among staff and administrator concerning the lost planning time.

F. Extended Day/Year

Any Florida statutory requirement of schools to provide additional instruction outside of the standard student day or year shall adhere to the following:

1. The assignment for instructors at these schools to teach during the extended day or year shall receive additional pay equal to their hourly rate.
2. Teachers at the designated schools may request in writing a transfer within ten (10) days of notification. Each request will be considered on a case by case basis.

G. Additional Period Pay

1. The parties recognize that in some schools because of staffing issues teachers may be selected to teach more than the contractual mandated number of teaching periods.
2. Teachers who agree to teach additional instructional periods can discuss with their administration flexibility with their planning time, and/or other duty assignments.
3. For teaching each additional instructional period, teachers shall receive one (1) additional hour of compensation equal to their hourly rate of pay.

H. Lunch Period

1. Every effort shall be made to provide teachers with a duty-free lunch period equal to the student lunch period without risking the safety of students. Administrators and teachers at any site shall develop a plan to allow duty-free lunch using site-based decision-making. However, the final decision shall remain with the site administrator.
2. On planning days the lunch period shall be (1) hour.

I. Safety

1. Teachers shall report potentially unsafe facility conditions in the classroom or other school facility to their principal.
2. The principal will investigate and document every effort to correct conditions that he/she determines to be hazardous or potentially dangerous. The principal shall reply to the concern in writing if the teacher's concern is communicated to the principal in writing.

J. Parent/Teacher conferences

1. Private conference space in each school, in a classroom or other non-student-occupied area designated by the principal, shall be provided for necessary teacher conferences with parents and/or students.
2. Teachers shall be notified in writing twenty four (24) hours before a Parent/Teacher conference is scheduled. The requirement that the teacher be notified at least 24 hours in advance may be waived in writing by the teacher.
3. When a teacher needs to make a telephone call relating to school business during which confidential information will be discussed, the building administrator/designee will ensure the privacy of the call.
4. Should a teacher find it necessary to make a long distance call, prior approval must be granted by the building administrator/designee.
5. The principal of each school shall designate an area to be used for interfaculty conferences.

K. Classroom Visitations

Visits of a teacher's class by persons other than school and/or district administrative/supervisory personnel, the Board or its designated committee or representative thereof, shall be allowed only after consent has been granted by the building principal or, in his absence, the person in charge at that time, and the teacher has been notified at least 24 hours in advance. The requirement that the teacher be notified at least 24 hours in advance may be waived in writing by the teacher.

L. Compensatory Time

1. Compensatory time may be granted if the following provisions are met:
 - i. Compensatory time may be earned only for duties assigned specifically by the building administrator beyond the contractual teaching day as required or essential to the stated objectives of a course or program.
 - ii. Compensatory time shall not be earned for activities associated with recognized supplement positions (coaching, cheerleading, etc.), or for faculty meetings, or parent-teacher conferences.
 - iii. Compensatory time shall be earned for PTO meetings, Parent expos and school open houses.
 - iv. Compensatory time shall only be used on planning days, including pre and post planning days, and at the end of the regular school day after student hours, or at such other times during the regular work day that would not require the payment of a substitute. Compensatory time shall not be used during scheduled in-service training activities.
 - v. Compensatory time shall be earned or taken only with the advanced approval of the building level administration as evidenced by completion of the Gadsden District Compensatory Time Approval Form.
 - vi. No monetary reimbursement shall be awarded for compensatory time.

- vii At the end of the teacher contract year or upon the resignation of the teacher, whichever comes first, all unused compensatory time will expire.
- viii The nature of teacher assignments beyond the normal work day, for which compensatory time will be granted, shall be determined by the site administrator in cooperation with the site-based decision-making teams. Assignments may be revised as needed.

ARTICLE V - LEAVE

Teachers who will be absent from work shall notify the site administrator or her/his designee no later than one (1) hour and thirty (30) minutes prior to the beginning of the teacher's work day, giving notification of their pending absence. Teachers shall not be responsible for securing substitutes.

A. Sick Leave

Each teacher employed on a full-time basis who is unable to perform her/his duties because of her/his own illness, or because of illness or death of her/his father, mother, brother, sister, husband, wife, child or other close relative, or member of her/his own household, and who consequently has to be absent from her/his work, shall for such necessary absence be entitled to four (4) days of sick leave as of the first day of employment of each contract year, and shall thereafter earn one day of sick leave for each month of employment, which shall be credited to the employee at the end of that month, and which shall not be used prior to the time it is earned and credited to that employee; PROVIDED, that the employee shall be entitled to earn no more than one day of sick leave times the number of months of employment during the year of employment; and PROVIDED, FURTHER, that such leave shall be taken only when necessary because of sickness as herein prescribed. Such sick leave shall be cumulative from year to year, without limitation on the number of days of sick leave that may accrue to any employee; and PROVIDED, FURTHER, that at least one-half of such cumulative leave must be established within this school district. In case of reasonable doubt as to the validity of any sick leave claim, the Superintendent may require a supporting certificate of illness from a licensed physician.

A teacher may transfer their earned sick leave to a spouse, child, parent, sibling or any designated person who is also a district employee to use her/his sick leave that has accrued to the authorizing employee, provided that the recipient has depleted all of his or her sick leave. Donated sick leave shall have no terminal pay value to the recipient.

B. Personal Leave

Personal leave up to a maximum of six (6) days per fiscal year, with compensation, may be granted by the Superintendent, provided that the use of such leave shall be charged to the individual's currently accrued sick leave, and provided further that such personal leave shall be noncumulative.

C. Illness-In-Line-Of-Duty-Leave

Any teacher shall be entitled to illness-in-line-of-duty-leave when he/she has to be absent from her/his duties because of illness from any contagious or infectious disease contracted therein. Illness-in-line-of-duty-leave is intended to deal with the illnesses normally known as childhood diseases; such as mumps, measles, and chicken pox. This leave does not include normal adult illnesses such as colds and influenza. Any teacher requesting such leave shall provide proof, when so requested, that illness was contracted while discharging her/his duties as such employee. Such leave may be authorized for a total of not over ten (10) days during any school year, subject to the provisions of 1012.63 (1)

Where the amount of compensation payable under the provisions of the education code, for injuries, accidents or other disabilities which would entitle the employee to compensation under the provisions of the Florida Workers' Compensation Law, exceeds the amounts payable under the compensation law, payments shall be made, as provided in the education code, for the

difference between the amount paid under the Workers' Compensation Law and the amount due under the provisions of the education code.

D. Professional Leave

Professional leave, with compensation, when approved by the Superintendent, may be granted by the School Board for voluntary leave of any member of the instructional staff for the individual's professional benefit or advancement. Such leave shall be for a maximum of three (3) days for each year's service in this school district, and may be cumulative to a maximum of twelve (12) days. Professional leave for teachers may be granted during post-school and pre-school periods for attendance at summer sessions of colleges and universities provided that suitable arrangements for performance of the individual's duties are made with the Superintendent.

Leave of absence for one semester or for one year, for professional study or travel, and without compensation, when approved by the Superintendent, may be granted by the School Board.

E. Temporary Duty

1. "Leave-in-Line-of-Duty" is authorized for members of the instructional staff who are assigned by the Superintendent to be temporarily absent from their regular duties and places of employment for the purpose of performing other educational services. Employees performing such assigned temporary duties shall not be considered to be on leave.

2. Any GCCTA member who is an elected voting delegate to the Annual Florida Education Association Representative Assembly shall be assigned temporary duty for the purpose of attending this meeting. Names of voting delegates shall be submitted to the Deputy Superintendent or his designee annually by the GCCTA president in order to secure leave for this purpose.

F. Leave for Jury Duty and/or Court Processes

For court appearances or duty performed, pursuant to court process, by a teacher during school work hours, the teacher shall receive from the Board full pay, allowances and/or reimbursements as follows:

1. When summoned to appear as a juror, or as a witness (except as a character witness) in any civil or criminal action in which the employee is neither plaintiff nor defendant: full pay, without allowances or reimbursements, with the employee retaining any payments or fees from the court or other third parties for such appearance; but,

2. When summoned to appear as a defendant or as a witness in any action arising out of and in the course of her/his employment by the Board: full pay, allowances and/or reimbursements as though on "leave in line of duty", with any payments or fees received from the court or other third parties for such appearances to be endorsed to the Board.

G. Military Leave

Military leave shall be granted as required by law or Florida State Board of Education Rules, and may be granted as thereby permitted.

Military Caregiver and Qualifying Contingency Leave. An employee who is a caregiver of a relative who suffers serious injury or illness during active military duty, or has a qualifying exigency as a result of a family member being on active duty in the National Guard or Reserves in support of a contingency operation, may qualify for a category of FMLA leave as described in District Policy.

H. Parental Leave

Any teacher or her/his spouse may be granted leave without pay, not to exceed one year in duration, incident to the birth or adoption of a child.

The application for such leave must be accompanied by a licensed physician's certificate attesting to the pregnancy of the applicant or the spouse of the applicant, the probable term thereof and the recommended period of confinement, or, in the case of adoption, by satisfactory evidence of the date custody of the child shall be delivered to the applicant.

Upon the filing of an application for parental leave, the teacher and the principal shall, subject to the approval of the Superintendent and the Board, mutually determine the commencement date for such leave, based on evaluation of the capacity of the prospective mother to discharge her teaching duties and/or the expected date of birth of the child or receipt of custody of the child to be adopted, as the case may be, and the leave shall continue for the remainder of the school year unless otherwise requested by the teacher and approved by the Board. No person on parental leave shall engage in remunerative employment with any other school board.

Family Medical Leave - Employees requesting unpaid leave for serious personal or family illness are entitled to continue Board contributions to insurance programs as provided for in the Family Medical Leave Act. Employees wishing to receive this benefit must identify their leave request as a "Family Medical Leave" prior to taking the leave and submit a completed "Certification of Physician" form with their leave request. Employees who do not return to work with the District shall be required to repay the Board contributions made during their unpaid leave.

A. Eligibility:

All full-time employees covered by this agreement who have worked for the Board at least twelve (12) months preceding the start of leave may be entitled to a total of twelve (12) work weeks of unpaid leave during any twelve (12) month period when leave is taken for one or more of the following circumstances:

1. The birth of a son or daughter of an employee and to care for the child.
2. The placement of a son or daughter with an employee for adoption or foster care.
3. To care for the spouse, son, daughter or parent of an employee, if the family member has a serious health condition.
4. The employee is unable to perform the functions of the position because of the employee's own serious health condition.

I. A teacher who is absent from the workplace for three (3) or more consecutive days, without authorized leave, shall be considered to have abandoned her/his position and resigned from the district.

J. Substitute Teacher

1. In all cases, every effort shall be made to secure a substitute in the event of a professional employee's absence.

2. Except in the case of an emergency, and with consent of the professional employee who would receive students, the students of an absent professional employee shall not be divided and/or placed into the classes of other professional employees.
3. Any substitute assignments shall be rotated equitably among all professional employees; however, volunteers shall always be sought first.

K. Benefits During Unpaid Leave

- a. Any employee granted a leave of absence as provided in this article shall be given the opportunity, unless otherwise provided, to continue insurance coverage in existing District programs during the leave, provided the entire premiums (Board and employee contribution) for such insurance programs shall be paid by the employee on a monthly basis in advance of the month due.
- b. To the extent permitted by the Florida Retirement System, employees shall be given the opportunity to continue retirement programs, provided the employee pays the full cost of such programs. Forms are available from the Florida Retirement System for the employee to purchase such leave time.

ARTICLE VI - TEACHER ASSESSMENT

Preamble:

The parties wish anyone who reads this language to understand that we agree to the following terms only with great reluctance and with the realization that what we are agreeing to will in all probability hinder the educational process. We are compelled to negotiate this language by state law and do so only to comply with those requirements.

The following contract language will be subject to re-openers and review within one year from its full implementation upon request by either party. Gadsden County Teacher Evaluation Model (GCTEM) will be made up of two components; the score for Instructional Practices and the score on the State of Florida's value added tables of student learning growth or other student learning growth data approved by the State and specified below. The percentage of which each will contribute to a teacher's total evaluation is specified below. Each teacher will receive an overall rating of Highly Effective, Effective, Needs Improvement (referred to as Developing in the case of teachers in their first three years of employment), or Unsatisfactory based upon the total number of points accrued on the two measures.

Definitions:

State assessments: Any standardized state approved assessment for a given subject.

District assessments: A standardized district created and/or approved assessment for a given subject across the district in a given subject area.

Value added state model: Formula developed by the state to measure student-learning growth.

Learning targets: Locally agreed upon goal for measurement of student progress

Three years of data: Current year plus two immediately preceding years

GCTEM: Teacher Evaluation System, the term for the overall evaluation of a Gadsden County teacher.

Unsatisfactory Performance: Two consecutive Unsatisfactory annual GCTEM evaluations, two Unsatisfactory annual GCTEM evaluations within a three year period, or three consecutive annual GCTEM evaluations of Needs Improvement or a combination of Needs Improvement and Unsatisfactory.

Performance Improvement Process (PIP): A process afforded to teachers to support performance concerns as identified in GCTEM.

90-day Performance Probation: The statutory 90-day process for which unsuccessful completion could lead to non-renewal of an annual contract or termination of a professional services or continuing contract under the following conditions: Receives two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a three year period, or three consecutive annual performance evaluation ratings of needs improvement and unsatisfactory. During this 90-day period the district will offer assistance to the teacher

Independent Second Opinion: An evaluation undertaken by a neutral third party administrator selected by the Parties. Any independent evaluator should be free from any influence from either party to this Agreement and should engage in no ex parte communications with any of the parties prior to rendering his/her decision. The evaluation form will include the following ratings: Highly Effective, Effective, Needs Improvement (Developing in the case of teachers in their first three years of service), or Unsatisfactory. Should the independent evaluator not confirm the principal's evaluation, a second independent evaluator will be utilized. The evaluation is sustained if the teacher receives two or more "Unsatisfactory" ratings by the majority of the evaluators.

General Rules:

- 1.) When a teacher's data source is other than state assessments for the specific students taught by the teacher in the tested subject area, effort will be made to associate the teacher's actual students' test results to their evaluation to the greatest extent possible.
- 2.) State assessments will be substituted for district assessments or learning targets as they become available.
- 3.) The parties agree to proportion the effects of the instructional practices rubric and the value added measure in such a manner that makes it impossible for someone scoring an Effective or Highly Effective in one measure to be scored as Unsatisfactory on the total evaluation measure.
- 4.) No transfer or layoff decisions will be made solely on the basis of student learning gain data until all appropriate subject area assessments have been implemented.
- 5.) Any teacher placed on the 90-day performance probation described herein which could lead to his or her non-renewal or termination may request the superintendent or his or her designee to review his or her class list for the coming year for equity of the teaching assignment.
- 6.) Teachers on a PIP at the time this language is ratified will continue to be evaluated and receive assistance on the basis of those procedures in effect at the time they were placed on the PIP.
- 7.) Teachers being placed on a PIP at the beginning of the 2011-12 school year will follow the process described herein.

A. Gadsden County Induction Program (GCIP)

1. All first year Category 1 teachers or teachers possessing a temporary, one-year contract will be assigned a GCIP Mentor and complete the 180-day GCIP.
2. Re-hired Gadsden teachers who have more than five years of service with the School Board of Gadsden County and who have worked for the district within the past three years will be exempt from requirements of the GCIP program.
3. Any teacher who changes school, grade level or content area in the second year of employment may be designated as a Year 2 GCIP (Y2 GCIP), and be afforded a GCIP Mentor for the 90-day GCIP.

B. Gadsden County Teacher Evaluation Model (GCTEM)

All teachers will be evaluated with the GCTEM, described herein. All the appropriate observation and evaluation forms appear in The Gadsden County Teacher Evaluation Model Manual (hereinafter known as “the model”).

Data collected during the Teachscape/PDA Classroom Walk-Through observation process may not be used as part of a teacher’s formal evaluation process. If during the course of walking through the campus an administrator observes behavior that causes concern, the administrator will remain in the classroom for a minimum of ten minutes to conduct an informal observation.

1. **Category 1 Teachers, First Year Teachers**

- a. All probationary contract teachers will be considered to be in Category 1 of the GCTEM.
- b. Prior to the first observation, the teacher shall be familiarized with GCTEM.
- c. The approved observation and evaluation form(s) for Level Category 1 teachers will be in “the manual”
- d. With the exception of those teachers terminated during their probationary contracts, all Category 1 teachers must be evaluated twice yearly.
- e. During the first 20 work days from a teacher’s hire date, excluding pre-service days or holidays, the administrator will observe the teacher using the Observation (Short Form).
- f. If performance concerns exist following the Observation Form, the administrator will use the FEAP Summative Observation to determine if action is warranted.
- g. During the probationary contract year, the employee may be dismissed without cause or may resign from the contractual position without breach of contract.
- h. If in the opinion of the principal, performance concerns exist that could cause a teacher to be dismissed during the probationary contract year, informal assistance will be provided to that teacher via an Internal Assistance Plan (IAP) prior to such a determination. The IAP will be initiated with a letter from the principal scheduling a meeting to discuss concerns. The Union will receive a copy of the notification letter with an invitation to participate and represent the teacher at the IAP meeting. The Professional Development Director will receive a copy of the IAP notification letter. The principal will share concerns and determine school-based staff to provide support for the teacher. This process will continue until such time as a final 97-day determination is made but no less than four weeks from the inception of the IAP process.
- i. The teacher who has been supported on an IAP for a minimum of four weeks, may be released from the IAP, terminated during the probationary year, or be placed on a Performance Improvement Plan (PIP) for a minimum of 2 months prior to the final Evaluation.
- j. Criteria for initiating a PIP:
 - A score of Unsatisfactory or Developing.

k. Outcome of the Mid-Year Evaluation:

- Initiate IAP if a score is Unsatisfactory or Developing.
- Continue PIP if overall score is Unsatisfactory or Developing.
- Discontinue PIP if the overall score is Effective or Highly Effective.

l. Outcome of the Final Evaluation

1. A Category 1 teacher who receives assistance through an IAP and/or PIP and receives an Unsatisfactory or a Developing will be non-renewed.
2. A Category 1 teacher who receives an Effective or Highly Effective, score on PRIDE will become a Category 2 teacher.

2. Category 2, Annual Contract (AC) Teachers

- a. All annual contract teachers will be considered to be in Category 2 of the GCTEM.
- b. Prior to the first observation, the teacher shall be familiarized with the GCTEM.
- c. Category 2, teachers will be evaluated annually on GCTEM.
- d. If concerns exist following the Observation (Short Form), the administrator will use the FEAP Summative Observation to determine if action is warranted.
- e. If an administrator has documented performance concerns regarding a Category 2, teacher, that teacher will be afforded assistance through the PIP process for a minimum of four months prior to GCTEM.
- f. Criteria for initiating a PIP:
 1. A score of Developing/Needs Improvement or Unsatisfactory.
 1. A teacher receiving a second GCTEM evaluation of Developing/Needs Improvement initiates a 90-day performance probation.
 2. A teacher receiving a GCTEM evaluation of Unsatisfactory initiates a 90-day performance probation.
 3. Any Category 2 teacher, previously placed on a PIP for a minimum of four months and who experiences performance difficulties based on the Short Form, (completed during the first 20 days, working with students) and FEAP, will be placed on a PIP. The teacher will be evaluated in November. If the evaluation is unsatisfactory, the 90-day performance probation will commence. At the end of the 90-days, the principal will evaluate the teacher. If found unsatisfactory, the teacher will be afforded the independent second opinion. The teacher will have his or her teacher contract held in abeyance until the student growth portion is completed on the GCTEM.

- g. The teacher will have the opportunity to give input into the interventions specified in his or her PIP. Teachers refusing assistance will be evaluated by the building principal with no right to a second opinion. A teacher's decision to refuse a PIP may not be rescinded until the following school year.
- h. Outcome of the GCTEM Final Evaluation:
 - 1. A teacher receiving a first GCTEM evaluation of Developing/Needs Improvement score on the GCTEM will have his or her contract renewed.
 - 2. A teacher who has completed the "90-day performance probation" and receives an Effective or Highly Effective score on the observation form will have his or her contract renewed.
 - 3. A teacher who has completed the "90-day performance probation" and receives an unsatisfactory observation will continue in the PIP process. On the spring observation, if the teacher receives a developing/needs improvement or unsatisfactory he or she will be afforded an independent second opinion. The teacher will have his or her teacher contract held in abeyance until the student growth portion is completed and a GCTEM final evaluation is determined.
 - 4. Any Category 2 teacher, repeating the PIP process, who is found unsatisfactory, will have his or her teacher contract held in abeyance until the student growth portion is completed on the GCTEM.

3. Category 3, PSC and CC Teachers

- 1. **All Category 3 Teachers**
 - a. Any Continuing Contract (CC) or Professional Service Contract (PSC) teacher will be considered to be a Category 3 teacher.
 - b. Any teacher who holds a continuing contract may, but is not required to, exchange such continuing contract for a professional service contract in the same district.
 - c. Prior to the Observation (Long Form), the teacher will be familiarized with the Evaluation instruments, forms and procedures.
 - d. Each PSC or CC teacher will receive one performance evaluation yearly unless performance concerns are noted in which case the following procedures will apply:

2. Category 3, Year 1 Teacher Performance Concerns

- a. If concerns regarding the performance of a Category 3 teacher exist, the administrator will use the approved observation instrument (Short Form).

- b. If concerns exist following the Observation (Short Form), the administrator will use the FEAP Summative Observation to determine if action is warranted.
- c. If an administrator has documented performance concerns on the Observation (Short Form), regarding a Level 3 teacher, that teacher will be afforded assistance for a minimum of four months prior to the Final Evaluation through the PIP process.
- d. Criteria for initiating a PIP:
 - 1. A score of Developing/Needs Improvement or Unsatisfactory
 - 2. A teacher receiving a second GCTEM evaluation of Developing/Needs Improvement initiates a 90-day performance probation.
 - 3. A teacher receiving a GCTEM evaluation of Unsatisfactory initiates a 90-day performance probation.
 - 4. Any Category 3 teacher, previously placed on a PIP for a minimum of four months and who experiences performance difficulties based on the Short Form, (completed during the first 20 days, working with students) and FEAP, will be placed on a PIP. The teacher will be evaluated in November. If the evaluation is unsatisfactory, the 90-day performance probation will commence. At the end of the 90-days, the principal will evaluate the teacher on the appropriate form. If found unsatisfactory, the teacher will be afforded the independent second opinion. The teacher will have his or her teacher contract held in abeyance until the student growth portion is completed on the GCTEM.
- e. Outcome of GCTEM Evaluation:
 - 1. A teacher receiving a Developing/Needs Improvement, Effective or Highly Effective score on the GCTEM will have his or her contract renewed.
 - 2. A teacher receiving a second GCTEM evaluation of Developing/Needs Improvement initiates a 90-day performance probation.
 - 3. A teacher receiving a GCTEM evaluation of Unsatisfactory initiates 90-day performance probation.
 - 4. A teacher who has completed the “90-day performance probation” and receives an Effective or Highly Effective score on the GCTEM will have his or her contract renewed.
 - 5. A teacher who has completed the “90-day performance probation” and receives an Unsatisfactory will continue in the PIP process. On the spring evaluation, if the teacher receives a developing/needs improvement or unsatisfactory he or she will be afforded an independent second opinion. The teacher will have his or her teacher contract held in abeyance until the student growth portion is completed and a GCTEM final evaluation is determined.

6. Conclude the PIP if the teacher receives a score in the higher range of Developing, Effective or Highly Effective range.

All such evaluation(s) will be completed at least two weeks prior to the last day of student attendance. The second opinion evaluator will use the revised Final Evaluation, based on the principal's revised Final Evaluation of documented PIP competencies.

- f. An employee notified of unsatisfactory performance may request an opportunity to be considered for a transfer to another appropriate position, with a different supervising administrator, for the subsequent year of employment.
- g. Any proposed termination due to failure to successfully complete a NEAT/Performance Probation process will be subject to the grievance and arbitration process as defined in Article III of this Agreement and/or a hearing held by the Department of Administrative Hearing (DOAH).
- h. All procedures outlined in this section are subject to the grievance and arbitration process, as described elsewhere in the Agreement.

C. Value Added/ Student Learning Gain Data

Methodology:

The percentage and composition of the student data component of each teacher's evaluation is expressed below:

1. Classroom teacher, majority of students take FSA in subject area taught by teacher

The teacher's evaluation will be based 50% on Instructional Practices, 50% on the state's value added data based upon their students' state assessment (e.g., FSA) scores. When three years of this data is not available for each teacher, the proportions will alter to 60% on Instructional Practices and 40% value added data.

2. Classroom teacher, majority of students take FSA but in other subject area than that taught by teacher

The teacher's evaluation will be based 50% on Instructional Practices, 50% on student gains on a district-wide standardized test or statewide assessment when available. When three years of data is not available for each teacher, the proportions will alter to 60% on Instructional Practices and 40% student gains data. If not using a statewide assessment, the measure to be employed at each grade level and subject area must be agreed to by the parties. If a district-wide standardized test or statewide assessment does not exist, teachers in this group will be evaluated as in Number 3, below.

3. Classroom teacher, majority of students do not take FSA

The teacher's evaluation will be based 50% on Instructional Practices, 50% on student gains on a set of measureable learning targets agreed to in advance between the teacher and principal. When three years of data is not available for each teacher, the proportions

will alter to 60% on Instructional Practices and 40% measureable learning targets. A list of acceptable measureable learning targets to be employed at each grade level and subject area must be agreed to by the parties.

4. Non-classroom teacher, assigned to specific school(s)

The teacher's evaluation will be based on 70% on Instructional Practices and 30% on the state's value added data of FSA_scores for those students attending the specific schools to which the non-classroom teacher is assigned. When three years of data is not available for each teacher, the proportions will alter to 80% on Instructional Practices and 20% value added data.

5. Non-classroom teacher, not assigned to specific school(s)

The teacher's evaluation will be based on 70% on Instructional Practices and 30% on the state's value added data of FSA scores for the students in the district as a whole. When three years of data is not available for each teacher, the proportions will alter to 80% on Instructional Practices and 20% value added data.

- D. During pre-school planning, or within the first ten days of reporting to the work site for active employment, each teacher shall be given a copy of the GCTEM Manual. This distribution shall be followed by an explanation, demonstration and discussion of the assessment process. A copy of all current teacher assessment forms shall be available upon request or on the district's website.
- E. For the purposes of teacher assessment, the principal will make at least one (1) scheduled observational visit to the teacher's classroom. The principal may make as many unscheduled visits or as many additional scheduled visits as he/she sees fit, and his/her assessment may be based on any information which may be available to him/her at the time the assessment is made.
- F. Within ten (10) school days after each such scheduled visit, the principal shall have a conference with the teacher, at which time the teacher shall receive a copy of the completed assessment form. Upon approval by the Superintendent the 10-school day time limit may be extended for extenuating circumstances or by mutual consent of the parties.
- G. Each completed assessment form for the teacher and all copies of it shall be dated and signed by the principal and the teacher, with the teacher receiving one copy. The teacher's signature indicates only that he/she has read the completed form, and not necessarily that he/she agrees with the assessment.
- H. In the event that the teacher disagrees with the written assessment of her/his performance, she/he may write her/his objections on the assessment report or attach them to the report to be placed in her/his personnel file. A teacher shall not be requested nor required to sign a blank or incomplete evaluation form.
- I. In order to assure quality teaching and learning and a fair, equitable and impartial evaluation of teacher performance the parties agree to form an appeals committee comprised of two members of the GCCTA appointed by the GCCTA president and two from the administration appointed by the Superintendent, neither party shall have any influence on the appointment of the members of the other party. The following procedures shall be followed:

1. It is the intent of the parties that the procedures listed below in the appeals process shall serve as the alternative to Steps I and II of the grievance procedure.
 2. If the employee desires, he/she has the right to request representation or represent himself/herself, but under no circumstances will GCCTA be required to represent a non-member.
 3. An employee may not be represented by an attorney or a rival union in an appeal.
 4. The site administrator or the Superintendent's designee and the union president will make every effort to obtain informal resolution of the dispute within 30 (thirty) days of the employee's evaluation. If unresolved the alleged dispute shall move to the formal appeals process.
 5. Issues appealed to the committee shall be addressed expeditiously by the committee keeping in mind the statutory time frames and shall meet and render a decision within 10 school days.
 6. The representatives of the committee shall communicate their findings in writing to the Superintendent and the union president as well as the affected employee(s) and the site administrator.
 7. Disputes not resolved at the committee level will then follow the prescribed procedures in Article III, beginning at Step III.
- J. The teacher, upon written request, shall have the right to review and reproduce the contents of the personnel file, being accompanied by a representative of the GCCTA, if desired, and in the presence of the administrator responsible for the safekeeping of such file.
- K. The personnel file of each teacher shall be open to inspection only by the School Board, the Superintendent, the principal, the teacher, and such other persons as the teacher or the Superintendent may authorize in writing, unless otherwise provided by law.
- L. The School Board shall have the right to reprimand, suspend, demote or discharge its employees for just cause. Just Cause shall be defined to mean:
1. The Board or its designees made an effort to discover if, in fact, the employee did violate or disobey a rule or order of management or did commit any of the acts referred to by Section 1012.33, Florida Statutes, prior to taking official action.
 2. The Board or its designees conducted a fair and objective investigation of the facts.
 3. The Board applied its rule and penalties uniformly and without discrimination to all employees.
 4. The employee was given an opportunity to present his/her side prior to official action being taken.
 5. The Board's rule or order that the employee is alleged to have violated was not arbitrary, capricious or discriminatory.
 6. The Board gave the employee forewarning of the consequences or possible consequences if the employee did not obey the rule or order.
 7. When determining the degree of discipline, consideration will be given to the employee's service record and the nature of the offense.

ARTICLE VII - VACANCY AND PROMOTION, TRANSFER AND REASSIGNMENT AND REDUCTION IN FORCE

A. The provisions of this Article shall not apply in such manner that would prohibit the Board from complying with applicable court orders.

B. Vacancy and Promotion

Notice of all openings for promotion and instructional vacancies shall be posted as necessary by the Superintendent or his designee for five (5) teacher work days during the regular school year or five (5) administrator work days during the summer, as the case may be, prior to the filling of the vacancy, in the district administration building and shall be transmitted to the building principal of each school, who shall post the notice in that school. Such postings shall include the kind of certificate necessary, and information concerning the securing and deadline for filing of the application. A copy of all vacancies shall be sent to the President of GCCTA by the district mail courier at least three days prior to the posting of said positions. A signature will be secured to validate delivery.

C. Transfer and Reassignment

The Board and the GCCTA recognize that the transfer of employees shall be the responsibility of the Board upon recommendation of the Superintendent. Any teacher who desires a change in grade and/or subject assignment in the following year or who desires to transfer to another school in the following year shall file, using a form furnished by the Superintendent, a written request to that effect in duplicate, one copy to be filed with the principal and one copy filed with the Superintendent. Such request shall be considered for the following school year and shall remain active only until the beginning of the school year following the school year in which filed.

Assignment of new teachers to positions in the school district shall be made after active requests for reassignment or transfer to such positions have been reviewed.

In making transfers, the Board will first review requests of volunteers. Lists of available positions in other schools shall be posted in each school.

No assignment of teachers to a specific position in the school district shall be made until all pending requests for reassignment or transfer to that position have been given due consideration. With all other factors being equal, District seniority shall be the deciding factor in assignments for voluntary transfers.

Teachers who have requested transfers or reassignments shall be notified in writing of the administration's action on said transfer or reassignment as soon as possible or immediately following the filling of a requested position.

D. Reduction in Personnel/Layoffs

In the event the School Board determines that the number of teachers must be reduced, written notice shall be provided to the GCCTA. For the purpose of this article, the non-renewal of an annual contract teacher at the end of his/her contract shall not be deemed a reduction in personnel. The following procedures shall be controlling:

1. Pursuant to Florida Statute Section 1012.33(5), within the program areas, subject areas in elementary schools, or other positions in which the reduction shall take place, the order of

layoff of employees within the affected positions shall be as follows: The employee with the lowest performance evaluations shall be the first to be released; the employee with the next lowest performance evaluations shall be the second to be released; and reductions shall continue in like manner until the needed number of reductions has occurred.

2. In the event that two (2) or more employees have equal ratings on performance evaluations, the following additional criteria shall be used to determine the order in which reductions shall proceed:
 - a. Employees not holding certificates in the area in which they are teaching. This provision shall not apply to employees who have been teaching out of field during all or a portion of the two (2) school years prior to layoff.
 - b. Employees having the least amount of service in the Gadsden County School District; however District service prior to a hiatus of more than two (2) years in District employment shall not count as service for this purpose.
 - c. Employees with the lowest level of educational degree.
 - d. Employees with the least amount of service outside the District.

E. Involuntary Transfers

Involuntary transfers may occur due to staff reduction in a department and/or grade level within a school or the closing of an existing facility. The Board shall notify the Union within ten (10) days after the determination that involuntary transfers must occur.

Teachers transferred under this provision (Reduction in Personnel) shall not be again subject to involuntary transfers for a period of one (1) year unless extenuating circumstances exist which shall include, but not be limited to, funding, reduction in student population, and cancellation of programs. Should a position become available at the same school from which a teacher was involuntarily transferred due to a staff reduction, the teacher shall have the opportunity to request to return to such school, subject to all of the following conditions:

- a. The same or similar position needs to be filled no later than the end of the school year following the school year of the transfer.
- b. The position is in the same area of assignment from which the teacher was transferred.
- c. The teacher is certified for the position.
- d. The teacher is qualified for the position in the judgment of the Superintendent.

In cases in which more than one teacher has been involuntarily transferred from the same area of assignment, at the same school, and meet the above conditions, the teacher with the most seniority shall first be given the option to return.

The order of layoff of members of the bargaining unit shall be teachers having the least amount of teaching experience in the Gadsden County School System.

F. Recall

The School Board shall determine the positions in which recall will be made and the number of teachers to be recalled.

Teachers shall be recalled in the inverse order of layoff.

Notification of recall shall be made by certified mail to the address of record. Within ten (10) calendar days of receipt of the letter of recall, the teacher shall notify the District Personnel Office in writing whether he/she will accept reemployment. Failure to respond to the letter of recall within the required time automatically terminates the employee's right of recall.

G. Performance Issues/ Failing Schools

Before recommending an involuntary transfer based upon any performance problems, the Superintendent or his designee shall give notice of the performance problem(s) and time to address and respond to the concerns, and unless extenuating circumstances exist, the instructional bargaining unit member will be offered assistance and time to address and resolve the concerns. In addition, the following procedures shall apply:

- a. Instructional bargaining unit members affected by recommendations for such an involuntary transfer which have been proposed for the upcoming year will be notified on or before May 1, unless extenuating circumstances exist.
- b. A conference will be held, if requested by the instructional bargaining unit members, between the instructional bargaining unit member and the Superintendent and/or his/her designee to discuss the reasons for recommending a transfer, and to allow the instructional bargaining unit members the opportunity to present his/her side of the matter and his/her position regarding being transferred. Any instructional bargaining unit member attending a conference will have the right of Union representation upon the instructional bargaining unit member's request. A written report of the conference with an instructional bargaining unit member concerning a recommended transfer will be given to the instructional bargaining unit member within ten (10) working days of the conference.
- c. The instructional bargaining unit members will receive written notice of the recommendation of the Superintendent of a transfer and will have the opportunity to appear at the School Board meeting at which the transfer will be presented for approval. Instructional bargaining unit members affected by involuntary transfer shall be notified in writing on or before July 1 unless extenuating circumstances exist which shall include, but not be limited to, absence of student performance data, school grades, funding, and reduction in programs.

Instructional bargaining unit members who are involuntarily transferred due to their assigned school being deemed as a failing school shall:

- a. be given written notice of their transfer with reason specific to their teaching or students' performance evaluation.
- b. be notified of their transferred assignment by July 1 unless extenuating circumstances exist which shall include, but not be limited to, absence of student performance data, school grades, funding, and reduction in programs.

ARTICLE VIII - TEACHER/STUDENT AUTHORITY AND PROTECTION

- A. Teachers shall not be required to perform tasks that would endanger their health or safety. In an emergency, teachers shall take necessary action to provide for the safety of themselves and their students and, as soon as possible, advise the site administrator of the situation.
- B. Each teacher shall assume such authority for the control of students assigned to him/her by the administrator, and shall keep order in the classroom and in other places in which s/he is assigned to be in charge of students.
- a. Within the first five duty days of each school year, each teacher shall be provided with an online copy of the Gadsden County Code of Student Conduct and current Student Referral form and any additional disciplinary plan which may have been developed for his/her school.
 - b. Teachers may refer disruptive students to the office from the classroom with a referral slip provided by their administrator describing the behavioral problem when, in the judgment of the teacher, normal corrective measures have been ineffective in bringing about satisfactory improvement in the student's behavior. In emergency situations, the student may be sent to the office immediately with a written report to follow. Information on the disposition of the referral shall be provided to the teacher in a timely manner, and the status of the referral shall be provided upon request.
 - c. If a student is referred to the office because of continuing disruption, the administrator shall advise the teacher of the action taken in accordance with the Code of Student Conduct prior to the student's return to the classroom on that day. If a student demonstrates a pattern of continued disruption, the teacher shall be granted a review of the matter with the administrator and/or a discipline intervention team.
 - d. In Accordance with F.S. 1003.32 (4) a teacher may suspend (remove) a student from class. Under no circumstances shall a teacher suspend a student from school. A teacher may recommend a consequence to the principal when a disruptive student is sent to the principal's office and the principal must consult with that teacher prior to enacting lesser disciplinary action. A Placement Review Committee shall be formed for the purpose of determining placement of a student who has been suspended from a class in accordance with F.S. 1003.32 (4), (5), (6).
 - e. The Placement Review Committee shall include the following: Two teacher members of the committee one elected by the faculty and one appointed by the teacher referring student to the Committee, one member from the school's staff who is selected by the principal.
 - f. A teacher may appeal the decision of the Placement Review Committee to the District Superintendent.
 - g. Upon re-entry to school, an expelled student whose conflict was with a teacher shall not be returned to that teacher's class, except under unusual circumstances.

Any case of assault upon a teacher shall be reported promptly to the site administrator or a designee by that teacher or any other teacher observing or having knowledge of the assault. In cases involving assault by a student upon a teacher, where said teacher is determined by the Administration to be free from fault, and where said teacher has filed civil charges, the Board shall render reasonable assistance to the teacher in connection with handling of the incident by law enforcement and judicial authorities.

The foregoing shall not require the Board to provide legal advice or counsel for the teacher or to incur, assume or bear any financial liability.

- C. When a principal provides written notification to a teacher that a written reprimand is to be filed in the personnel file of the teacher as a result of an action by the teacher, the teacher shall have the right to have present, upon verbal or written request, a representative of the GCCTA at a conference between the principal and the teacher prior to the filing of said written reprimand. Notice of GCCTA representation, at a conference between the principal and a teacher for the purpose of filing a written reprimand, must be presented to the principal prior to the conference enabling the principal to secure district representation for the conference, if desired. If either representative is not available for the conference, the conference shall be rescheduled to a time when representation is available. The teacher shall have the opportunity to make a written response to the written reprimand within ten days of receiving a copy. A copy of the response shall be made to the Principal or an appropriate administrator, to district Human Resources, and GCCTA. The Principal shall sign the written response upon reviewing. However, such signing does not indicate agreement but rather that the principal has seen the material.
- D. Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment. No such materials may be placed in a teacher's personnel file that the teacher has not had the opportunity to see. A copy of the materials to be added to a teacher's personnel file shall be provided to the teacher either by certified mail return receipt requested or by personal delivery. A teacher shall sign any reviewed material. However, such signing does not indicate agreement but rather that the teacher has seen the material. In the event a teacher does not review and sign such material within two (2) working days after notification of the existence of such material, the material shall be filed in the personnel file. Upon request, a teacher, or any person designated in writing by the teacher, shall be permitted to examine the personnel file of such teacher. The teacher shall be permitted conveniently to reproduce any materials in the file, at a cost no greater than the fees prescribed in F.S. 119.07(1) . When verbal reprimand is deemed necessary, it shall be made out of public view and hearing of employee's, colleagues, students, and others.

Teachers shall have the right to place written materials, such as commendations or summaries of achievements of noteworthy nature, in their personnel files.

- E. The district is committed to a policy of "zero tolerance" on matters of student misbehavior, acts of violence or threatened acts of violence, and assault and battery on school personnel. Students who have committed such acts will be disciplined as prescribed in the Code of Student Conduct. It is recognized that it is the teacher's responsibility to pursue the prosecution of perpetrators of such acts as defined by Board policy.

F. Student Conduct Committee

The Superintendent will establish a committee comprised of six (6) teachers appointed by GCCTA, the president of GCCTA, and three (3) administrators appointed by the Superintendent. The committee will be advisory in nature and will devise its own working procedure. The committee will address the following:

1. The Code of Student Conduct
2. Uniform methods for enforcing behavioral expectations
3. Effective methods for supporting administrators and teachers
4. Effective methods for open communication with parents and methods for securing parental buy-in
5. The committee shall make its recommendation to the Superintendent.

ARTICLE IX - GENERAL EMPLOYMENT PRACTICES

- A. In an effort to assure the safety of all students and employees, the Gadsden County School Board has developed and implemented a Drug-Free Workplace and Drug and Alcohol Testing Program. The Policies and Procedures governing the Drug Free Work place and Drug and Alcohol Testing Program will be strictly adhered to.
- B. For consideration for appointment to a teaching position in summer school, a teacher must file with the Superintendent on or before May 1 immediately preceding the summer session, a written application on a form to be furnished by the Superintendent. In making assignments of applicants to summer school instructional positions, the Board will take into consideration relevant factors including but not limited to the applicant's certification and/or competency in a given subject, or subjects, and current employment by the Board.
- C. In-service activities are designed to improve the professional growth of all teachers. In-service attendance shall be voluntary unless it is:
 - X mandated by the District School Board, or State/Federal Laws
 - X required by the site administrator
 - X mandated as a condition of employment.

- D. Instructional employees shall not solicit support of any political candidate, partisan or non-partisan, during regular work hours.

An instructional employee who offers himself/herself as a candidate for public office shall notify the Superintendent immediately upon qualifying for election. He/she shall conduct his/her campaign so as not to interfere with his/her responsibilities. Personal leave without pay may be taken during the campaign period. Such candidate shall adhere strictly to Florida Statutes governing political activity on the part of public officials and public employees.

A successful candidate for an office requiring a part-time responsibility shall report immediately to the Superintendent after the election and thereafter, when deemed necessary by the Superintendent or School Board, to evaluate the compatibility of the dual responsibility and the need for personal leave without pay.

All teachers shall be entirely free from political domination or coercion, or the pretended necessity of making political contributions of money or other things of value, or engaging in any political work or activity against their wishes under the assumption that failure to do so will in any way affect their status as employees of the school system.

- E. Each instructional employee who resides in the District and is employed at least half-time, or who resides outside the District and is employed full-time shall have the opportunity to enroll his/her child(ren) in the school of choice, subject Gadsden County School Board Policy 5.20 entitled Student Assignment.
- F. The Association and the employer will work collaboratively to comply with any Federal or State law that has adverse impact on any bargaining unit member. A committee consisting of three members appointed by the bargaining unit and three members appointed by the Superintendent shall be established to work collaboratively to develop a district wide plan to develop implementation and guideline procedures relating to any federal or state law. This committee shall convene and shall report its findings to the School Board at a Board meeting. The committee shall be advisory in nature and devise its own internal working procedure. Shall the committee not convene and make its recommendations as required, the Board shall proceed as it deems appropriate in contractual matters that are mandatory subjects of bargaining in accordance with Florida Statute 447.

ARTICLE X - HOLIDAYS

The Bargaining Unit shall be granted up to six (6) paid holidays. Said holidays shall be those days designated as holidays by the Board, and shall include all such holidays granted at any time during the school year. Teachers who are under contract for less than 196 days shall be paid for the holidays which occur during their contract period.

ARTICLE XI - INSURANCE

- A. Board shall provide for each employee, without cost to him/her, group term life and dental insurance. The Board will contribute for each employee no less than seventy-five percent (75%) for Capital Health Plan Insurance monthly to be applied toward payment of the single rate premium for Hospital-Medical-Surgical insurance.
- B. The Board during the life of this Agreement may at its sole option increase or decrease any and/or all of the benefits provided under this plan notifying the GCCTA of any such increase(s) or decrease(s) at least thirty (30) days in advance.
- C. An insurance committee consisting of 3 members appointed by each bargaining unit and 3 members appointed by the Superintendent shall be established to investigate insurance alternatives and make recommendations to the Board and their respective members. This committee shall convene in January of each year and shall report its findings to each party prior to the regularly scheduled March Board meeting. The committee shall be advisory in nature and devise its own internal working procedure. Should the committee not convene and make recommendations as required, the Board shall proceed, as it deems appropriate in matters relating to its insurance provisions.

ARTICLE XII - PROFESSIONAL COMPENSATION

The basic salaries of teachers covered by this Agreement shall be set forth in Appendix A of this Agreement. Supplemental salaries will be set forth in Appendix B and D

Teaching Experience

Any person employed as a member of the instructional staff shall hold a valid Florida Teaching Certificate except as noted elsewhere in policy. All instructional staff members shall be entitled to and shall enter into a written contract with the School Board as provided by law. All contracts shall be on forms prescribed by the Commissioner of Education. Any member of the instructional staff who is willfully absent from duty without leave shall forfeit compensation for the time absent, and the staff member's contract shall be subject to cancellation by the Board.

Each individual newly hired as instructional personnel by the Board must be awarded a one (1) year probationary contract. Upon successful completion of the probationary contract, the Board may award an annual contract. An annual contract may be awarded for instructional personnel who have successfully completed a probationary contract with the Board and have received one (1) or more annual contracts from the Board. An annual contract may be awarded only if the employee:

- A. Holds an active professional certificate or temporary certificate issued pursuant to F.S. 1012.56 and rules of the State Board of Education;
- B. Has been recommended by the Superintendent for the annual contract based upon the individual's evaluation under F.S. 1012.34 and approved by the Board;
- C. Has not received two (2) consecutive annual performance evaluation ratings of unsatisfactory, two (2) annual performance evaluation rating of unsatisfactory within a three (3) year period, or three (3) consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under F.S. 1012.34.

A true signed copy of the contract shall be retained by the Board in the office of the Superintendent.

- A. For each teacher who enters a written contract in this district who was not employed in this district as of June 30, 2001, for the purpose of pay, the district will recognize and accept each year of full time school teaching service earned in the state of Florida or outside the state and for which the employee received a satisfactory performance evaluation. It shall be the responsibility of the teacher to provide the district personnel office with verification of such experience and proof of satisfactory performance.
- B. In order for credit for any such experience gained in any given school year to be so allowed, the same must be based on employment and efficient service in the same school system or institution of higher education for more than one half (½) of the duty days in that year.
- C. Each vocational teacher or other teacher qualifying for certification on the basis of nonacademic preparation may substitute for professional educational employment experience as above described, and subject to all applicable conditions hereinbefore set out, duly verified successful full-time paid work experience in the specific vocational field covered by her/his teaching certificate. In the computation of such work experience, any amount of such work experience totaling more than six (6) months and occurring within the same twelve-month period shall be counted as one year.

- D. **Reemployment after retirement-**
Reemployment after retirement- All retirees who remain unemployed for the appropriate time as defined by law and are reemployed with the school board will be placed on the salary schedule at the beginning years of experience of their appropriate degree level. Retirees will have the ability to move through normal step progressions for each year of service. Retirees who return to service with the school board will remain on annual contract status until their relationship with the district is severed.

ARTICLE XIII - MISCELLANEOUS

- A. This agreement shall constitute the full and complete understandings and commitments between both parties and may be altered, changed, added to, deleted from or modified only through the voluntary mutual consent of the parties in written and signed amendment to this Agreement; provided, however, that nothing contained in this Agreement shall be construed to obligate either party to negotiate or bargain collectively with respect to any subject or matter whatever.
- B. Should any provision of this Agreement be declared illegal by a court of competent jurisdiction, said provision shall be automatically deleted to the extent that it violated the law but the remaining provisions shall remain in full force and effect for the duration of this Agreement, if not affected by the deleted provision.

ARTICLE XIV - TERMINAL PAY

- A. All payments made pursuant to this Article shall be subject to law and rules and regulations of the Florida State Board of Education.

- B. Terminal pay for accumulated sick leave will, except as hereinafter otherwise indicated, be provided to all full-time teachers at resignation without retirement, at normal retirement, when the teacher elects to participate in the Deferred Retirement Option Program (DROP), or to the beneficiary if such service is terminated by death. The sick leave days used in calculating the amount of such terminal pay shall not include any such days earned otherwise than in full-time service of this School District. Such terminal pay shall not exceed an amount determined as follows:
 - 1. For the individual herself/himself, upon separation from such service by resignation without retirement, PROVIDED that he/she must then have been in the full-time creditable service of this School District for at least twenty (20) years: the daily rate of pay of the individual at that time multiplied by one hundred (100) percent times the number of days of accumulated sick leave.
 - 2. For the individual herself/himself, upon normal retirement, or DROP enrollment PROVIDED that he/she must then have been in the full-time creditable service of this School District for at least ten (10) creditable years, a sum determined by multiplying the individual's then current average daily rate of pay by her/his number of days accumulated sick leave, times a percentage figure depending on her/his number of years of such service, as hereinafter indicated:
 - After the 10th year.....50%
 - After the 11th year.....50%
 - After the 12th year.....50%
 - After the 13th year.....65%
 - After the 14th year.....70%
 - After the 15th year.....75%
 - After the 16th year.....80%
 - After the 17th year.....85%
 - After the 18th year.....90%
 - After the 19th year.....95%
 - After the 20th year.....100%
 - 3. For the beneficiary, upon the death of the individual in the service of this School District, a sum determined by multiplying the decedent's then current average daily rate of pay by her/his number of days of accumulated sick leave, times a percentage figure depending on her/his number of years of such service, as hereinafter indicated:
 - During the first 3 years.....35%
 - During the next 3 years.....40%
 - During the next 3 years.....45%
 - During the next 3 years.....50%
 - During the 13th year.....60%
 - During the 14th year.....65%
 - During the 15th year.....70%
 - During the 16th year.....75%
 - During the 17th year.....80%
 - During the 18th year.....85%

- During the 19th year.....90%
- During the 20th year.....95%
- During and after the 21st year.....100%

Such terminal pay, when paid upon registration without retirement, or upon normal retirement, shall be paid only where the individual's resignation or retirement is concurrent in time with her/his separation from the full-time service of this School District, unless the teacher is participating in DROP, and then only if he/she is resigning or retiring under favorable circumstances, and not, for example, if the individual is being or has been dismissed by the Board, or if proceedings for such dismissal are pending. Further, such payment shall not be made if, within three (3) calendar years preceding the individual's separation from the full-time service of this School District, the individual has or shall have been convicted, under the laws of the United States of America or any State thereof, of a felony. The plea of guilty in any court, of the decision of guilty by any court, or the forfeiture of a bond in any court of law, or the written acknowledgment of having so committed any such offense, duly witnessed and made to the Superintendent or his duly appointed representative or the School Board, shall, for the purpose of this Article, have the same effect as that of a conviction of the offense.

A teacher who participates in DROP will receive pay for accumulated sick leave as indicated above. The rate of pay for such leave shall be based upon the salary rate of the teacher at the time DROP begins. Such leave shall be paid in annual installments during each of the years of DROP participation. The initial payment will be made during the first month of DROP, with subsequent payments made during the retirement anniversary months. Leave accrued during DROP will be included in the final payment and will be paid at the salary rate of the retiring teacher upon separation from service according to provisions outlined applicable Florida Statutes.

A teacher who begins participation in DROP, but elects to cancel DROP shall, within six (6) months of the DROP cancellation, repay the Gadsden County School Board all sick leave pay previously received as a part of DROP. Such sick leave time when repaid, will be returned to the account of the teacher as if there had been no DROP participation.

- C. "Normal retirement", as used in this Article, shall mean retirement as defined in subsection 231.40(2), Florida Statutes, 1979.
- D. Terminal pay for accumulated sick leave paid to any person pursuant to this Article shall totally replace and be in lieu of any and all payments to which the recipient might otherwise be entitled pursuant to any rule or other provision by the Board relating to terminal pay for accumulated sick leave.

TERM OF AGREEMENT

Subject to applicable law, rules and regulations, this Agreement shall become effective when approved and ratified by the Board and the Bargaining Unit and signed by the parties, and shall continue in effect through June 30, 2024.

This Agreement shall not be extended orally, and it is expressly understood that it shall expire on the date last aforesaid.

Should any provision of this Agreement be declared illegal by a court of competent jurisdiction or legislative action, said provision shall be automatically deleted to the extent that it violated the law but the remaining provisions shall remain in full force and effect for the duration of this Agreement, if not affected by the deleted provision.

The parties agree:

- All eligible GCPS instructional personnel, excluding GTC, shall receive a salary increase reflected in Appendix A- Placement Schedule of this agreement.

After ratification of this contract, the parties agree that once each calendar year of this Agreement that each party, may, at its sole option, upon written request made to the other party, reopen two (2) articles other than Appendix A, B, and C specifying such other articles so to be reopened.

Gadsden County Classroom Teachers Association

The School Board of Gadsden County, Florida

By: _____
GCCTA President Date

By: _____
Chairperson Date

By: _____
Regional Specialist Date

By: _____
Superintendent of Schools Date

By: _____
District Negotiator Date

APPENDIX A

GADSDEN COUNTY SCHOOL BOARD

2023-2024 INSTRUCTIONAL SALARY SCHEDULE

Years of Experience	2023-2024 Salary	Years of Experience	2023-2024 Salary
0	\$ 47,500	16	\$ 49,350
1	\$ 47,500	17	\$ 49,700
2	\$ 47,500	18	\$ 50,050
3	\$ 47,500	19	\$ 50,400
4	\$ 47,500	20	\$ 50,750
5	\$ 47,600	21	\$ 51,350
6	\$ 47,700	22	\$ 52,900
7	\$ 47,800	23	\$ 53,600
8	\$ 47,900	24	\$ 54,300
9	\$ 48,000	25	\$ 55,000
10	\$ 48,100	26	\$ 55,700
11	\$ 48,200	27	\$ 56,400
12	\$ 48,300	28	\$ 56,900
13	\$ 48,650	29	\$ 57,400
14	\$ 49,000	30	\$ 59,445
15	\$ 49,350		

*This is only for salaries and will not include an increase in supplements.

*The parties agree that the teacher's workday will change from 7 hours and 20 minutes to 7 hours and 30 minutes (Article IV A. 1). Forty-five days after ratification by both parties, 10 non-instructional minutes shall be added at the end of the school day.

Gadsden County School District Proposed Performance Salary Schedule

	\$ Available for Teacher
For Performance Pay	Pay Increase
For COLA based on amount below per employee	\$0
TOTAL \$ Available	
Highly Effective Factor	
Enter ratio between Effective and Highly Effective	
NOTE: Must be between 0.5 and 0.75	
x- High Effective	
y-Effective	

* Highly Effective teachers who retain their PSC/CC status will receive \$1 less than above amount for Highly Effective teachers.

APPENDIX B – SALARY SUPPLEMENTS

The Superintendent will establish a committee comprised of three (3) teachers appointed by GCCTA, the president of GCCTA, and three (3) administrators appointed by the Superintendent. The committee shall be advisory in nature and devise its own internal working procedure. The committee will address the following:

1. Supplemental salary schedule to determine positions warranting supplemental pay,
2. Supplements to be paid for such positions,
3. And duties/expectations for supplemental positions.
4. The committee shall make a recommendation to the Superintendent.

*F.S. 1012.22(3) – Advanced Degrees – A district school board may not use advanced degrees in setting a salary schedule for instructional personnel or school administrators hired on or after July 1, 2011, unless the advanced degree is held in the individual’s area of certification and is only a salary supplement.

APPENDIX B – SALARY SUPPLEMENTS

Position	Activity	% of B-O	2021-22
Athletic Director	Senior High	5%	\$1,905.75
	Middle School	4%	\$1,524.60
Head Coach	Football - Sr. High	10%	\$3,811.50
	Football - Middle	9%	\$3,430.35
	Basketball - Sr. High	9%	\$3,430.35
	Basketball - Middle	6%	\$2,286.90
	Baseball - Sr. High	6%	\$2,286.90
	Baseball - Middle	4%	\$1,524.60
	Softball - Sr. High	6%	\$2,286.90
	Softball - Middle	4%	\$1,524.60
	Volleyball - Sr. High	6%	\$2,286.90
	Volleyball - Middle	4%	\$1,524.60
	Track & Field - Sr. High	6%	\$2,286.90
	Cross Country	6%	\$2,286.90
	Weightlifting - Sr. High	4%	\$1,524.60
	Wrestling - Sr. High	4%	\$1,524.60
	Track & Field - Middle	4%	\$1,524.60
	Golf	4%	\$1,524.60
	Tennis	4%	\$1,524.60
Soccer	6%	\$2,286.90	
Assistant Coaches	Football - Sr. High	7%	\$2,668.26
	Football - Middle	6%	\$2,286.90
	Basketball - Sr. High	6%	\$2,286.90
	Volleyball - Sr. High	4%	\$1,524.60
	Baseball - Sr. High	4%	\$1,524.60
	Softball - Sr. High	4%	\$1,524.60
	Track - Sr. High	4%	\$1,524.60
Other Positions	Band Director - Sr. High	6%	\$2,286.90
	if Chorus also, add	4%	\$1,524.60
	Choral Director - Sr. High	5%	\$1,905.75
	Band Director - Middle	5%	\$1,905.75
	if Chorus also, add	3%	\$1,143.45
	Choral Director - Middle	4%	\$1,524.60
	Band Director - Middle	3%	\$1,143.54
	Band Assistant	4%	\$1,524.60
	Majorette Sponsor - Sr. High	4%	\$1,524.60
	Varsity Cheerleader Sponsor - Sr. High	5%	\$1,905.75
	Jr. Varsity Cheerleader Sponsor - Sr. High	4%	\$1,524.60
	Cheerleader Sponsor - Middle	4%	\$1,524.60
Special Olympics Coordinator	4%	\$1,524.60	
Newspaper Sponsor - Sr. High/Middle	3%	\$1,143.45	
Yearbook Sponsor - Sr. High/Middle	3%	\$1,143.45	

	Student Council Sponsor - Sr. High	3%	\$1,143.45
	Student Council Sponsor - Middle	3%	\$1,143.45
Advanced Degrees	*Master's Degree		\$1,268.00
	*Specialist Degree		\$1,819.00
	*Doctorate Degree		\$2,481.00

*F.S. 1012.22(3) - Advanced Degrees - A district school board may not use advanced degrees in setting a salary schedule for instructional personnel or school administrators hired on or after July 1, 2011, unless the advanced degree is held in the individual's area of certification and is only a salary supplement.

APPENDIX C - TEACHER PAY CALENDAR

Teachers on ten (10) months contract will be paid in twelve equal payments. Payments will begin in August and end in June. Payments will be made in accordance with the schedule below on the 30th of each month except that the final two (2) installments will be issued in June. During any remaining years of this agreement, the School Board will determine the uniform pay date, based on the school calendar. No payment will be made for services prior to those services being performed, nor prior to all leave forms being received in the finance office.

TEACHER PAY CALENDAR FOR 2022-2023

8/31/2022
9/30/2022
10/31/2022
11/30/2022
12/30/2022
1/31/2023
2/28/2023
3/31/2023
4/28/2023
5/31/2023
6/23/2023
6/29/2023

APPENDIX D – OFFICIAL GRIEVANCE FORM
GADSDEN COUNTY SCHOOL DISTRICT
FOR BARGAINING UNITS

Name of Grievant(s):

Date Filed:

Position Assignment:

Worksite:

STEP I _____

STEP II _____ STEP III _____

STEP IV _____

Contract Citations:

Statement of Grievance:

Relief Sought

Signature of Grievant

FOR OFFICE USE

RECEIPT OF GRIEVANCE FORM

Grievance Number

Date Received

Signature of Receiving Official

Title

Distribution:
Grievant: 2 copies
Immediate Supervisor: 1 copy
District Office: 1 copy

APPENDIX E

Evaluation Committee

The Superintendent will establish a committee comprised of three (3) teachers appointed by GCCTA, the president of GCCTA, and three (3) administrators appointed by the Superintendent. The committee will be advisory in nature and will devise its own working procedure. The committee will address the following:

1. Review the Gadsden County Teacher Evaluation Model
2. Develop strategies for uniform implementation of the Teacher Evaluation Model
3. Recommend staff development activities deemed appropriate to ensure an effective working knowledge of the Teacher Evaluation Model
4. Recommend changes to the Teacher Evaluation Model aimed at improving uniform implementation
5. The committee shall make its recommendation to the Superintendent.

APPENDIX F

Facilities Committee

The Superintendent will establish a committee comprised of three (3) teachers appointed by GCCTA, the president of GCCTA, and three (3) administrators appointed by the Superintendent. The committee will be advisory in nature and will devise its own working procedure. The committee will address the following:

1. Study the current condition of the facilities of the district
2. Develop concerns and solutions to improve the health and safety of all staff and students
3. Recommend needed facilities improvements with the health and safety of all staff and students as the primary concern
4. The committee shall make its recommendation to the Superintendent.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8g

DATE OF SCHOOL BOARD MEETING: September 24, 2024

TITLE OF AGENDA ITEM: Gadsden County Classroom Teachers Agreement
2024-2027 Collective Bargaining Agreement

DIVISION: Human Resources

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

PURPOSE AND SUMMARY OF ITEM:

The Gadsden County School Board Bargaining Team and the Gadsden County Classroom Teachers Association are seeking Board approval of the 2024-2027 Collective Bargaining Agreement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Sonya L. Jackson 

POSITION: Director of Human Resources and Chief Negotiator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY:  _____

Collective Bargaining



The School Board of Gadsden County

and

*The Gadsden County Classroom Teachers
Association*

July 1, 2024 – June 30, 2027

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PREAMBLE

This Agreement, entered this 1st day of July 2024, by and between The School Board of Gadsden County, Florida, hereinafter called the "Board", and the Gadsden County Classroom Teachers Association, hereinafter called the "GCCTA", an affiliate of the Florida Education Association and American Federation of Teachers and the National Education Association,

WITNESSETH:

That in consideration of the following mutual covenants, it is hereby agreed as follows:

ARTICLE I - RECOGNITION

The Board hereby recognizes the GCCTA as the exclusive collective bargaining representative for the professional employees of The School Board of Gadsden County, Florida described as follows:

All full-time certificated instructional employees (as defined in applicable Florida Statutes, State Board of Education Regulations, and Policies, Rules and Regulations of The School Board of Gadsden County, Florida); PROVIDED, HOWEVER, that the Bargaining Unit shall not include any of the following: District Superintendent of Schools; Assistant District Superintendent of Schools; Directors, Coordinators, Supervisors; Visiting Teachers, Public Information Officers; Psychologists, Research Assistants; Occupational Specialists; Principals; Assistant Principals, R.O.T.C. personnel; Curriculum Assistants and Helping Teachers. The Bargaining Unit shall include Teachers, Peer Teachers, Librarian/Media Specialists, Behavior Specialists and Guidance Counselors.

Whenever used hereinafter, the term “teacher” shall mean any professional employee who is included in the foregoing appropriate unit.

ARTICLE II - ASSOCIATION RIGHTS AND RESPONSIBILITIES

- A. The GCCTA shall be permitted use of school property, facilities and equipment in accordance with applicable provisions of Gadsden County School Board Policy.
- B. The GCCTA shall have the right to post notices of activities and matters of GCCTA concern on one bulletin board in a designated area mutually agreed upon by the president of the GCCTA and the site administrator at each school center. Only GCCTA notices authorized by the president of the GCCTA or the GCCTA building representative may be posted. Prior to the posting of each notice a copy will be given to the building principal, which shall be a prerequisite to such posting.
- C. The GCCTA shall have the right to use teacher mailboxes for official communications. Such distribution shall be in compliance with procedures agreed upon by the site administrator and GCCTA.
- D. The GCCTA Building Representative shall have the opportunity to make brief announcements to those who voluntarily remain at the end of the School Faculty meeting.
- E. Duly authorized representatives of the GCCTA shall be permitted to transact official GCCTA business on school property after making such arrangements with the building administrator provided such transaction of business does not interrupt, interfere with or disrupt school business, activities or operations, or violate any applicable law, policy, rule or regulations.
- F. The board shall provide GCCTA without charge, during the weeks of September 1 and February 1 of each year a list of employees including the following information: name, classification pay grade, hourly rate of pay, work site, home address, work phone number, and district hire.

The board also agrees to furnish to the union in response to reasonable requests all available information concerning names, addresses, seniority and experience credit of all bargaining unit members; compensation paid thereto; agencies, minutes, and reports to all open Board meetings; census and membership data; and such other information as will assist the Union in developing intelligent, accurate, informed and constructive programs or proposals on behalf of employees together with information which the Union may require to process any grievance or complaint.

- G. The Board shall provide upon request by the GCCTA president and without charge a list of teachers including the following information: name, home address, classification, salary, step, grade level or subject area, degree, contract status, hire date, and work site name.
- H. Upon appropriate authorization by any teacher, the Board will directly deposit the teacher's entire salary into any official financial institution that provides a bank routing number.
- I. The Board shall deduct from the pay of each employee all uniform assessments, provided that at the time of the deduction there is in the possession of the Board a valid form for such deduction, executed by the employee, in the form and according to the terms of the authorization. Such authorization shall continue year after year unless revoked by the employee.
 - 1. The GCCTA shall indemnify and save harmless the Board and its employees from any and all claims, demands, suits, judgments, awards and costs incurred in connection with any such claim, demand or suit resulting from any action taken or omitted by the Board or its employees for the purpose of complying with the provisions of this Article.

2. If at any time during the duration of this Agreement, the GCCTA violates the anti-strike provision of Florida Law, or if there is a refusal to perform the duties of employment by any member of the GCCTA, this Article shall immediately become void and inoperative during the terms of this Agreement.
 3. Legislative Committee – A legislative committee comprised of five (5) members appointed by the GCCTA President shall be allowed three (3) days during the Legislative Session to lobby for educational concerns benefiting the Gadsden County School District.
 4. Florida Education Association Delegate Assembly – The Board agrees to grant two (2) days to each elected delegate to attend the Annual Delegate Assembly of the Florida Educational Association.
 5. President’s Release Time – The President of the GCCTA or designee shall be granted ten (10) release days to conduct Association Business.
 6. Negotiations Committee. A list of members of the GCCTA Negotiations Committee shall be provided to the District’s Chief Negotiator by February 1 of each year. Up to eight (8) members of such committee shall be provided with temporary duty for negotiations that are scheduled during the school day.
- J. Paid leave for GCCTA Activities – Each year of this contract, representatives of the GCCTA may be granted up to a total of ten (10) days of paid leave to conduct GCCTA business provided the following conditions are met:
1. A teacher shall provide the site administrator with a leave request form for the paid leave a minimum of forty-eight (48) hours prior to such leave.
 2. The site administrator shall approve the request for paid leave unless he/she document in writing at least 24 hours in advance that the teacher’s absence would significantly impede the operation of the work unit, under no circumstances shall leave be denied after the leave has been duly authorized and approved by the administrator.
 3. No more than two (2) teachers may be absent from any faculty on any day on such paid leave.
 4. No more than ten (10) teachers in the district may be absent on such paid leave on any day.
 5. Except for the president of the GCCTA, no teacher may be absent on paid leave for GCCTA activities for more than ten (10) days.
 6. The School Board, in conjunction with the GCCTA, shall be responsible for tracking the amount of paid leave taken for GCCTA activities.
- K. During the regular workday, the Executive Director of the Big Bend Service Unit of the Florida Education Association and/or the president of GCCTA may visit teachers at the site, provided the authorized representatives report their presence to the site administrator or his/her designee and they do not interfere with, nor disturb, normal site operations or cause the loss of instructional time. No authorized representative shall use this privilege except to conduct GCCTA business.

ARTICLE III - GRIEVANCE PROCEDURE

- A. Definitions.
1. "Grievance" shall be defined as a dispute involving the interpretation, application, or violation of a provision(s) of this contract.
 2. "Grievant" shall mean any employee or group of employees who have filed a grievance.
 3. "Day" shall mean a district workday based on the calendar approved by the Board. The application of this provision shall not, however, result in the extension of a time period stated in this Article for more than ten (10) days.
 4. Grievance Forms. Each grievance, request for review, and notice of arbitration must be submitted in writing on the appropriate grievance form and signed by the grievant(s). All grievance forms shall be dated when received. The grievance forms may be filed in person or by means of FAX, U.S. mail, or other recognized means of delivery.
- B. Informal Resolution. When employees have a problem or complaint, they should attempt to resolve it through discussions with their supervisor or other appropriate personnel. If the problem or complaint cannot be resolved in that manner, the grievance procedure is provided as a formal means for resolving the grievances of employees as defined below. An effort to resolve a problem or complaint under this provision does not waive the time limits for filing a grievance at Step 1 as provided in Section E.3, below.
- C. Resort to Other Procedures.
1. It is the intent of the parties to first provide a reasonable opportunity for resolution of a matter that constitutes a grievance through the grievance procedure. If prior to seeking resolution of a dispute by filing a grievance hereunder, or while a grievance is being processed, an employee formally initiates resolution of the matter in any other forum, whether administrative or judicial, the Board shall have no obligation to proceed further with the matter pursuant to this grievance procedure.
 2. As an exception of the provision in paragraph A above, a grievant may file an EEOC charge while the grievance is in process when such filing becomes necessary to meet federal filing deadlines pursuant to 42 U.S.C. s. 2000e et seq. Furthermore, an employee may seek resolution of a dispute through site or school procedures prior to filing a grievance and may request the site administrator an extension of the time limits for initial filing of the grievance for this purpose.
- D. Representative and Appearances
1. An employee shall choose at Step I and Step II whether to be represented by GCCTA or to represent him/herself. GCCTA shall not be required to process grievances for employees who are not members of the Association.
 2. The resolution of any grievance as defined herein shall not be inconsistent with the provisions of this contract, and the grievant shall have the opportunity to have GCCTA present at any meeting involving the grievant called to discuss such a resolution.
 3. Time spent by grievant's and GCCTA representatives investigating and processing grievances outside regular working hours shall not be counted as time worked.
- E. Formal Grievance Procedure.
1. If the parties are unable or unwilling to resolve a grievable concern or problem through the informal process described in Section A, 1 above, a formal grievance may be filed under this Section.
 2. Time Limits.
 - a. The time limits provided in the Article shall be observed but may be extended by

written agreement of the parties. Whenever illness or other incapacity of a party necessary to hear the grievance prevents his/her presence at a grievance meeting, the time limits shall be extended, by mutual consent, to such time that the party can be present. In the event a grievance is filed after May 15 of any year and strict adherence to the time limits may result in hardship to any party, the Board shall use its best efforts to process such grievance prior to the end of the school term or as soon thereafter as possible.

- b. Upon failure of any administrator to provide a decision at any step, within the time limits provided in this Article, the grievant may proceed to the next step. Upon failure of the grievant to file at the next step within the time limits provided, the grievance shall be deemed to have been resolved by the decision at the prior step.
- c. Upon written agreement of the parties, any step in this procedure may be waived.
- d. A grievant may withdraw his/her grievance at any step but that same grievance may not be filed a second time unless it is of a continuous nature.

STEP I

A grievance shall be filed with the employee's site administrator within twenty (20) days following the occurrence of the alleged violation of the contract if the informal resolution process is used or ten (10) days if the informal resolution process is not used. The grievance shall state the facts giving rise to the alleged violation, the specific section(s) of the contract alleged to have been violated, the employee's contention with respect to these provisions, and the specific relief sought, and shall be signed by the grievant. Within twenty (20) days after receiving the grievance, the site administrator shall meet with the grievant and representative, if representation is being used, and communicate his/her decision in writing to the grievant and the grievant's representative or otherwise resolve the grievance.

STEP II

If the grievant is not satisfied with the decision at Step I, he/she may, within ten (10) days following receipt of the Step I decision or following the date on which the Step I decision was due if no decision is provided, file a request for review of the Step I decision with the Deputy Superintendent or his/her designee on the appropriate form. The Superintendent's designee shall, upon request, meet with the grievant and/or representative and may conduct whatever investigation is necessary to make a finding. Within twenty (20) days of the receipt of the grievance at Step II, the Superintendent's designee shall communicate his/her Step II written decision to the grievant and/or representative or otherwise resolve the grievance.

STEP III

If the aggrieved is not satisfied with the disposition at Step II he/she may, within ten (10) days after the answer at Step II, appeal in writing on the proper form the original grievance to the Superintendent. The Superintendent may conduct whatever investigation is necessary to make a finding. Within twenty (20) days after the receipt of the grievance, the Superintendent shall notify the grievant as to his/her disposition of the grievance.

STEP IV

Mediation:

The parties may, by written agreement, submit a grievance to mediation to be conducted by the Federal Mediation and Conciliation Service (FMCS), prior to being submitted to arbitration. When the parties agree

to mediate an issue, the time limits to file for arbitration shall automatically be extended for the period necessary to conclude the mediation process.

STEP V

Arbitration:

- a. If the grievance has not been satisfactorily resolved at Step III, GCCTA may, within ten (10) days following receipt of the Step III decision or following the date on which the Step III decision was due if no decision is provided, file an intent to submit the grievance to arbitration with the superintendent or his/her designee.
- b. A grievance filed at Step III on which no action has been taken by the grievant for twenty (20) days shall be deemed withdrawn and resolved in accordance with the decision issued at the prior step.
- c. Disclosure of Information. Neither the Board nor the grievant shall be permitted to assert in arbitration preceding any grounds or rely on any evidence that has not previously been disclosed to the other party.
- d. Selection of Arbitrator. The parties shall follow the American Arbitration Association procedure for selection of an arbitrator and shall conduct the arbitration under its rules and procedures except as modified by the provisions of this Contract. The arbitration shall be scheduled within sixty (60) days following selection of the arbitrator.
- e. Authority of the Arbitrator.
 1. The arbitrator shall have no power to alter, add to, or subtract from the terms of this contract. Arbitration shall be confined to the application and interpretation of this Contract and the precise issue(s) submitted for arbitration. The arbitrator shall refrain from issuing statements of opinion or conclusions not essential to the determination of the issues submitted.
 2. In rendering decisions, an arbitrator shall give due regard to the responsibilities of the Board and the Superintendent and their designees as provided in law and rule and shall so construe such responsibilities, except as they may be specifically conditioned by this Contract.
 3. The arbitrator's decision shall be final and binding on the parties as provided in Section 447.401, Florida Statutes, provided that either party may ask that an appropriate court vacate such a decision on one or more of the grounds stated in section 682.13, Florida Statutes.
 4. An arbitrator's award may be retroactive as the equities of a case may demand, but an award shall not be retroactive to a date earlier than sixty (60) days prior to the date the grievance was initially filed except for those provisions of State or federal law that may require an earlier date.
- f. Fees and Expenses. The losing party shall pay the fees and expenses of the arbitrator. A party desiring a transcript of the arbitration proceedings shall provide written notice to the other party at least five (5) days prior to the date of the arbitration and shall be responsible for scheduling a stenotype reporter to record the proceedings and for paying the appearance fee of the reporter and the cost of obtaining an original transcript. The party shall also provide a photocopy of the transcript to the other party upon written request and payment of reasonable copying expenses.

Processing.

- a. The site administrator shall refuse consideration of a grievance not filed or processed in accordance with this Article.
- b. If a grievance arises as the result of a condition that the immediate supervisor is without jurisdiction to resolve, the grievance shall be filed at Step II after discussing such filing with the Superintendent's designee.

- g. Precedent - No complaint informally resolved, or grievance resolved at either Steps I or II, shall constitute a precedent for any purpose unless agreed to in writing by the Board and GCCTA.
- h. Documents. The grievant or representative shall be provided, upon request and with reasonable copying charge, with a copy of any identifiable document relevant to the grievance. All written materials dealing with the processing of a grievance shall be filed separately from the grievant's personnel file except an arbitration decision or a settlement agreement that requires personnel action(s) that affects the grievant.
- i. Notwithstanding the expiration of this contract, any claim or grievance arising while it was in effect may be processed through the grievance procedure until resolution, provided it is timely filed.
- j. Hearings and conferences under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons, including witnesses, entitled to be present, to attend, and will be held, insofar as possible, after regular school hours, or during working time of personnel involved. When such hearings and conferences are held, at the option of the administration, during school-working hours, all employees whose presence is required shall be excused, with pay, for that purpose.
- k. Adjustments of any grievance as described herein shall not be inconsistent with the provisions of this Agreement.

ARTICLE IV - TEACHING CONDITIONS

A. Workday

1. The parties agree that each teacher's normal workday shall cover a period of seven (7) hours and thirty (30) minutes.
2. The time for beginning and ending of that teacher's workday shall be determined by the Principal at his/her discretion, subject to change by the Superintendent, and provided further, that the duration of the teacher's work day shall be extended when the Principal requests the attendance of the teacher at a conference, group meeting, or other performance of professional responsibility.

B. Faculty Meetings

1. Regularly scheduled faculty meetings shall not extend the teacher's workday by more than forty-five (45) minutes unless agreed upon by majority vote of the teachers present. The vote must be initiated by a teacher.
2. At least twenty-four (24) hour notice shall be given before any faculty meeting other than those needed to deal with emergency situations.

A teacher shall provide written notification, including reason of regret, to the school administration if he or she is not able to attend a regularly scheduled faculty meeting or emergency called meeting.

C. Instructional Framework

1. Each teacher's workweek shall not be more than fifteen hundred (1500) minutes of direct student instructional time except in those schools with extended day (Differentiated Accountability), schools with 8 periods of 45 min/elem. schools with 55 min periods, or schools with extended Reading blocks in the approved District Plan. Teacher work schedules shall be determined by the site administrator. Efforts shall be made to give teachers the opportunity to have input into developing their work schedules.
2. Consideration shall be given to the number of students, class composition and planning. The school administrator reserves the right to make the final decision.
3. All teaching schedules will be provided during preplanning; teaching assignments are based upon certification and school leaders will notify staff in a timely matter prior to the beginning of the new school year.
4. Assignments may be revised as needed, but not to go into effect less than one week (5 teacher workdays) after written notice.
5. Teachers hired after preplanning shall receive teaching assignments and schedules on the first day of employment.
6. Every effort shall be made to minimize and/or reduce the number of preparations each teacher shall have. In furtherance of this responsibility, the parties agree that teachers shall not be required to teach in more than three (3) certification areas, nor teach subjects involving more than three (3) different preparations or any combination to exceed three (3) preparations in secondary schools.
7. Within a given site, the administration shall make a reasonable effort to balance the load between teachers teaching identical courses.

D. Instructional Resources

1. Teachers will be expected to exercise reasonable control, under the direction of the site administrator, of textbooks, supplies, or equipment assigned to them.
2. Teachers will be provided with supplies textbooks, and teaching materials as deemed necessary by the site administrator to teach the course assigned.

3. Teachers shall not be required to purchase supplies, textbooks, materials or equipment from their personal funds.
4. The Board agrees to make available in each school word processing and reproduction/duplicating capabilities to aid teachers in their preparation of instructional materials. Audio-visual equipment shall be made available in each school for classroom use.

E. Planning/Preparation Time

School principals shall make every effort to ensure teachers are provided duty-free planning without risking the safety of students. Administrators and teachers at any site shall develop a plan to allow duty-free planning using site-based decision making. However, the final decision shall remain with the site administrator. If the planning time is compromised with duty, an agreement can be reached among staff and administrator concerning the lost planning time.

F. Extended Day/Year

Any Florida statutory requirement of schools to provide additional instruction outside of the standard student day or year shall adhere to the following:

1. The assignment for instructors at these schools to teach during the extended day or year shall receive additional pay equal to their hourly rate.
2. Teachers at the designated schools may request in writing a transfer within ten (10) days of notification. Each request will be considered on a case-by-case basis.

G. Additional Period Pay

1. The parties recognize that in some schools because of staffing issues teachers may be selected to teach more than the contractual mandated number of teaching periods.
2. Teachers who agree to teach additional instructional periods can discuss with their administration flexibility with their planning time, and/or other duty assignments.
3. For teaching each additional instructional period, teachers shall receive one (1) additional hour of compensation equal to their hourly rate of pay.

H. Lunch Period

1. Every effort shall be made to provide teachers with a duty-free lunch period equal to the student lunch period without risking the safety of students. Administrators and teachers at any site shall develop a plan to allow duty-free lunch using site-based decision-making. However, the final decision shall remain with the site administrator.
2. On planning days, the lunch period shall be (1) hour.

I. Safety

1. Teachers shall report potentially unsafe facility conditions in the classroom or other school facility to their principal.
2. The principal will investigate and document every effort to correct conditions that he/she determines to be hazardous or potentially dangerous. The principal shall reply to the concern in writing if the teacher's concern is communicated to the principal in writing.

J. Parent/Teacher conferences

1. Private conference space in each school, in a classroom or other non-student-occupied area designated by the principal, shall be provided for necessary teacher conferences with parents and/or students.
2. Teachers shall be notified in writing twenty-four (24) hours before a Parent/Teacher conference is scheduled. The requirement that the teacher be notified at least twenty-four (24) hours in advance may be waived in writing by the teacher.

3. When a teacher needs to make a telephone call relating to school business during which confidential information will be discussed, the building administrator/designee will ensure the privacy of the call.
4. Should a teacher find it necessary to make a long-distance call, prior approval must be granted by the building administrator/designee.
5. The principal of each school shall designate an area to be used for interfaculty conferences.

K. Classroom Visitations

Visits of a teacher's class by persons other than school and/or district administrative/supervisory personnel, the Board or its designated committee or representative thereof, shall be allowed only after consent has been granted by the building principal or, in his absence, the person in charge at that time, and the teacher has been notified at least twenty-four (24) hours in advance. The requirement that the teacher be notified at least twenty-four (24) hours in advance may be waived in writing by the teacher.

L. Compensatory Time

1. Compensatory time may be granted if the following provisions are met:
 - i. Compensatory time may be earned only for duties assigned specifically by the building administrator beyond the contractual teaching day as required or essential to the stated objectives of a course or program.
 - ii. Compensatory time shall not be earned for activities associated with recognized supplement positions (coaching, cheerleading, etc.), or for faculty meetings, or parent-teacher conferences.
 - iii. Compensatory time shall be earned for PTO meetings, Parent expos and school open houses.
 - iv. Compensatory time shall only be used on planning days, including pre and post planning days, and at the end of the regular school day after student hours, or at such other times during the regular workday that would not require the payment of a substitute. Compensatory time shall not be used during scheduled in-service training activities.
 - v. Compensatory time shall be earned or taken only with the advanced approval of the building level administration as evidenced by completion of the Gadsden District Compensatory Time Approval Form.
 - vi. No monetary reimbursement shall be awarded for compensatory time.
 - vii. At the end of the teacher contract year or upon the resignation of the teacher, whichever comes first, all unused compensatory time will expire.
 - viii. The nature of teacher assignments beyond the normal workday, for which compensatory time will be granted, shall be determined by the site administrator in cooperation with the site-based decision-making teams. Assignments may be revised as needed.

ARTICLE V - LEAVE

Teachers who will be absent from work shall notify the site administrator or her/his designee no later than one (1) hour and thirty (30) minutes prior to the beginning of the teacher's workday, giving notification of their pending absence. Teachers shall not be responsible for securing substitutes.

A. Sick Leave

Each teacher employed on a full-time basis who is unable to perform their duties because of their own illness, or because of illness or death of their father, mother, brother, sister, husband, wife, child or other close relative, or member of their own household, and who consequently has to be absent from their work, shall for such necessary absence be entitled to four (4) days of sick leave as of the first day of employment of each contract year, and shall thereafter earn one day of sick leave for each month of employment, which shall be credited to the employee at the end of that month, and which shall not be used prior to the time it is earned and credited to that employee; PROVIDED, that the employee shall be entitled to earn no more than one day of sick leave times the number of months of employment during the year of employment; and PROVIDED, FURTHER, that such leave shall be taken only when necessary because of sickness as herein prescribed. Such sick leave shall be cumulative from year to year, without limitation on the number of days of sick leave that may accrue to any employee; and PROVIDED, FURTHER, that at least one-half of such cumulative leave must be established within this school district. In case of reasonable doubt as to the validity of any sick leave claim, the Superintendent may require a supporting certificate of illness from a licensed physician.

A teacher may transfer their earned sick leave to a spouse, child, parent, sibling or any designated person who is also a district employee to use her/his sick leave that has accrued to the authorizing employee, provided that the recipient has depleted all of his or her sick leave. Donated sick leave shall have no terminal pay value to the recipient.

B. Personal Leave

Personal leave up to a maximum of six (6) days per fiscal year, with compensation, may be granted by the Superintendent, provided that the use of such leave shall be charged to the individual's currently accrued sick leave, and provided further that such personal leave shall be noncumulative.

C. Illness-In-Line-Of-Duty-Leave

Any teacher shall be entitled to illness-in-line-of-duty-leave when he/she must be absent from her/his duties because of illness from any contagious or infectious disease contracted therein. Illness-in-line-of-duty-leave is intended to deal with the illnesses normally known as childhood diseases, such as mumps, measles, and chicken pox. This leave does not include normal adult illnesses such as colds and influenza. Any teacher requesting such leave shall provide proof, when so requested, that illness was contracted while discharging her/his duties as such employee. Such leave may be authorized for a total of not over ten (10) days during any school year, subject to the provisions of 1012.63 (1)

Where the amount of compensation payable under the provisions of the education code, for injuries, accidents or other disabilities which would entitle the employee to compensation under the provisions of the Florida Workers' Compensation Law, exceeds the amounts payable under the compensation law, payments shall be made, as provided in the education code, for the difference between the amount paid under the Workers' Compensation Law and the amount due under the provisions of the education code.

D. Professional Leave

Professional leave, with compensation, when approved by the Superintendent, may be granted by the School Board for voluntary leave of any member of the instructional staff for the individual's professional benefit or advancement. Such leave shall be for a maximum of three (3) days for each year's service in this school district and may be cumulative to a maximum of twelve (12) days. Professional leave for teachers may be granted during post-school and pre-school periods for attendance at summer sessions of colleges and universities provided that suitable arrangements for performance of the individual's duties are made with the Superintendent.

Leave of absence for one semester or for one year, for professional study or travel, and without compensation, when approved by the Superintendent, may be granted by the School Board.

E. Temporary Duty

1. "Leave-in-Line-of-Duty" is authorized for members of the instructional staff who are assigned by the Superintendent to be temporarily absent from their regular duties and places of employment for the purpose of performing other educational services. Employees performing such assigned temporary duties shall not be on leave.
2. Any GCCTA member who is an elected voting delegate to the Annual Florida Education Association Representative Assembly shall be assigned temporary duty for the purpose of attending this meeting. Names of voting delegates shall be submitted to the Deputy Superintendent or his designee annually by the GCCTA president to secure leave for this purpose.

F. Leave for Jury Duty and/or Court Processes

For court appearances or duty performed, pursuant to court process, by a teacher during school work hours, the teacher shall receive from the Board full pay, allowances and/or reimbursements as follows:

1. When summoned to appear as a juror, or as a witness (except as a character witness) in any civil or criminal action in which the employee is neither plaintiff nor defendant: full pay, without allowances or reimbursements, with the employee retaining any payments or fees from the court or other third parties for such appearance; but,
2. When summoned to appear as a defendant or as a witness in any action arising out of and in the course of her/his employment by the Board: full pay, allowances and/or reimbursements as though on "leave in line of duty", with any payments or fees received from the court or other third parties for such appearances to be endorsed to the Board.

G. Military Leave

Military leave shall be granted as required by law or Florida State Board of Education Rules and may be granted as thereby permitted.

Military Caregiver and Qualifying Contingency Leave. An employee who is a caregiver of a relative who suffers serious injury or illness during active military duty or has a qualifying exigency as a result of a family member being on active duty in the National Guard or Reserves in support of a contingency operation, may qualify for a category of FMLA leave as described in District Policy.

H. Parental Leave

Any teacher or their spouse may be granted leave without pay, not to exceed one year in duration, incident to the birth or adoption of a child.

The application for such leave must be accompanied by a licensed physician's certificate attesting to the pregnancy of the applicant or the spouse of the applicant, the probable term thereof and the

recommended period of confinement, or, in the case of adoption, by satisfactory evidence of the date custody of the child shall be delivered to the applicant.

Upon the filing of an application for parental leave, the teacher and the principal shall, subject to the approval of the Superintendent and the Board, mutually determine the commencement date for such leave, based on evaluation of the capacity of the prospective mother to discharge their teaching duties and/or the expected date of birth of the child or receipt of custody of the child to be adopted, as the case may be, and the leave shall continue for the remainder of the school year unless otherwise requested by the teacher and approved by the Board. No person on parental leave shall engage in remunerative employment with any other school board.

Family Medical Leave - Employees requesting unpaid leave for serious personal or family illness are entitled to continue Board contributions to insurance programs as provided for in the Family Medical Leave Act. Employees wishing to receive this benefit must identify their leave request as a “Family Medical Leave” prior to taking the leave and submit a completed “Certification of Physician” form with their leave request. Employees who do not return to work with the District shall be required to repay the Board contributions made during their unpaid leave.

A. Eligibility: All full-time employees covered by this agreement who have worked for the Board at least twelve (12) months preceding the start of leave may be entitled to a total of twelve (12) work weeks of unpaid leave during any twelve (12) month period when leave is taken for one or more of the following circumstances:

1. The birth of a son or daughter of an employee and to care for the child.
2. The placement of a son or daughter with an employee for adoption or foster care.
3. To care for the spouse, son, daughter or parent of an employee, if the family member has a serious health condition.
4. The employee is unable to perform the functions of the position because of the employee’s own serious health condition.

I. A teacher who is absent from the workplace for three (3) or more consecutive days, without authorized leave, shall be considered to have abandoned her/his position and resigned from the district.

J. Substitute Teacher

1. In all cases, every effort shall be made to secure a substitute in the event of a professional employee’s absence.
2. Except in the case of an emergency, and with consent of the professional employee who would receive students, the students of an absent professional employee shall not be divided and/or placed into the classes of other professional employees.
3. Any substitute assignments shall be rotated equitably among all professional employees; however, volunteers shall always be sought first.

K. Benefits During Unpaid Leave

- a. Any employee granted a leave of absence as provided in this article shall be given the opportunity, unless otherwise provided, to continue insurance coverage in existing District programs during the leave, provided the entire premiums (Board and employee contribution) for such insurance programs shall be paid by the employee monthly in advance of the month due.
- b. To the extent permitted by the Florida Retirement System, employees shall be given the opportunity to continue retirement programs, provided the employee pays the full cost of such programs. Forms are available from the Florida Retirement System for the employee to purchase such leave time.

ARTICLE VI - TEACHER ASSESSMENT

Preamble:

GCCTA understands it is the responsibility of the office of the Superintendent to develop an Instructional Evaluation System Tool (IEST) under the review and approval of the Department of Education. The parties wish anyone who reads this language to understand that we agree to the following terms only with great reluctance and with the realization that what we agree to will in all probability hinder the educational process.

- A. During pre-school planning, or within the first ten days of reporting to the work site for active employment, a copy of the Gadsden County Instructional Personnel Evaluation Manual shall be made available to all instructional personnel. The review of the Instructional Personnel Evaluation Manual shall include an explanation, demonstration and discussion of the assessment process. A copy of all current instructional personnel assessment forms shall be available upon request or on the district's website.
- B. For the purposes of instructional personnel assessment, the principal will make at least one (1) scheduled observational visit to the teacher's classroom. The principal may make as many unscheduled visits or as many additional scheduled visits as they see fit, and their assessment may be based on any information which may be available to them at the time the assessment is made.
- C. Within ten (10) school days after each such scheduled visit, the principal shall have a conference with the teacher, at which time the instructional personnel shall receive a copy of the completed assessment form. Upon approval by the Superintendent the ten (10)-school-day time limit may be extended for extenuating circumstances or by mutual consent of the parties.
- D. Each completed assessment form for the instructional personnel and all copies of it shall be dated and signed by the principal and the teacher, with the teacher receiving one copy. The instructional personnel's signature indicates only that they have read the completed form, and not necessarily that they agree with the assessment.
- E. If the teacher disagrees with the written assessment of their performance, they may write their objections on the assessment report or attach them to the report to be placed in their personnel file. Instructional personnel shall not be requested nor required to sign a blank or incomplete evaluation form.
- F. To assure quality teaching and learning and a fair, equitable and impartial evaluation of instructional personnel performance the parties agree to form an appeals committee comprised of two members of the GCCTA appointed by the GCCTA president and two from the administration appointed by the Superintendent, neither party shall have any influence on the appointment of the members of the other party. The following procedures shall be followed:
 - 1. It is the intent of the parties that the procedures listed below in the appeals process shall serve as the alternative to Steps I and II of the grievance procedure.
 - 2. If the employee desires, they have the right to request representation or represent themselves, but under no circumstances will GCCTA be required to represent a non-member.
 - 3. An employee may not be represented by an attorney or a rival union in an appeal.
 - 4. The site administrator or the Superintendent's designee and the union president will make every effort to obtain informal resolution of the dispute within 30 (thirty) days of the employee's evaluation. If unresolved the alleged dispute shall move to the formal appeals process.
 - 5. Issues appealed to the committee shall be addressed expeditiously by the committee keeping in mind the statutory time frames and shall meet and render a decision within ten (10) school days.
 - 6. The representatives of the committee shall communicate their findings in writing to the Superintendent (or their designee) and the union president as well as the affected employee(s) and the site administrator.

7. Disputes not resolved at the committee level will then follow the prescribed procedures in Article III, beginning at Step III.
- G. The instructional personnel, upon written request, shall have the right to review and reproduce the contents of the personnel file, being accompanied by a representative of the GCCTA, if desired, and in the presence of the administrator responsible for the safekeeping of such file.
- H. The personnel file of each instructional personnel shall be open to inspection only by the School Board, the Superintendent (or their designee), the principal, the instructional personnel, and such other persons as the instructional personnel or the Superintendent may authorize in writing, unless otherwise provided by law.
- I. The School Board shall have the right to reprimand, suspend, demote or discharge its employees for just cause. Just Cause shall be defined to mean:
 1. The Board or its designees made an effort to discover if, in fact, the employee did violate or disobey a rule or order of management or did commit any of the acts referred to by Section 1012.33, Florida Statutes, prior to taking official action.
 2. The Board or its designees conducted a fair and objective investigation of the facts.
 3. The Board applied its rules and penalties uniformly and without discrimination to all employees.
 4. The employee was given an opportunity to present his/her side prior to official action being taken.
 5. The Board's rule or order that the employee is alleged to have violated was not arbitrary, capricious or discriminatory.
 6. The Board gave the employee a forewarning of the consequences or possible consequences if the employee did not obey the rule or order.
 7. When determining the degree of discipline, consideration will be given to the employee's service record and the nature of the offense.

ARTICLE VII - VACANCY AND PROMOTION, TRANSFER AND REASSIGNMENT, AND REDUCTION IN FORCE

A. The provisions of this Article shall not apply in such manner that would prohibit the Board from complying with applicable court orders.

B. Vacancy and Promotion

Notice of all openings for promotion and instructional vacancies shall be posted as necessary by the Superintendent or his designee for five (5) teacher work days during the regular school year or five (5) administrator work days during the summer, as the case may be, prior to the filling of the vacancy, in the district administration building and shall be transmitted to the building principal of each school, who shall post the notice in that school. Such postings shall include the kind of certificate necessary, and information concerning the securing and deadline for filing of the application. A copy of all vacancies shall be sent to the President of GCCTA by the district mail courier at least three days prior to the posting of said positions. A signature will be secured to validate delivery.

C. Transfer and Reassignment

The Board and the GCCTA recognize that the transfer of employees shall be the responsibility of the Board upon recommendation of the Superintendent. Any teacher who desires a change in grade and/or subject assignment in the following year or who desires to transfer to another school in the following year shall file, using a form furnished by the Superintendent, a written request to that effect in duplicate, one copy to be filed with the principal and one copy filed with the Superintendent. Such request shall be considered for the following school year and shall remain active only until the beginning of the school year following the school year in which filed.

Assignment of new teachers to positions in the school district shall be made after active requests for reassignment or transfer to such positions have been reviewed.

In making transfers, the Board will first review requests of volunteers. Lists of available positions in other schools shall be posted in each school.

No assignment of teachers to a specific position in the school district shall be made until all pending requests for reassignment or transfer to that position have been given due consideration. With all other factors being equal, District seniority shall be the deciding factor in assignments for voluntary transfers.

Teachers who have requested transfers or reassignments shall be notified in writing of the administration's action on said transfer or reassignment as soon as possible or immediately following the filling of a requested position.

D. Reduction in Personnel/Layoffs

In the event the School Board determines that the number of teachers must be reduced, written notice shall be provided to the GCCTA. For the purpose of this article, the non-renewal of an annual contract teacher at the end of his/her contract shall not be deemed a reduction in personnel. The following procedures shall be controlling:

1. Pursuant to Florida Statute Section 1012.33(5), within the program areas, subject areas in elementary schools, or other positions in which the reduction shall take place, the order of layoff of employees within the affected positions shall be as follows: The employee with the lowest performance evaluations shall be the first to be released; the employee with the next

lowest performance evaluations shall be the second to be released; and reductions shall continue in like manner until the needed number of reductions has occurred.

2. If two (2) or more employees have equal ratings on performance evaluations, the following additional criteria shall be used to determine the order in which reductions shall proceed:
 - a. Employees not holding certificates in the area in which they are teaching. This provision shall not apply to employees who have been teaching out-of-field during all or a portion of the two (2) school years prior to layoff.
 - b. Employees having the least amount of service in the Gadsden County School District; however, District service prior to a hiatus of more than two (2) years in District employment shall not count as service for this purpose.
 - c. Employees with the lowest level of educational degree.
 - d. Employees with the least amount of service outside the District.

E. Involuntary Transfers

Involuntary transfers may occur due to staff reduction in a department and/or grade level within a school or the closing of an existing facility. The Board shall notify the Union within ten (10) days after the determination that involuntary transfers must occur.

Teachers transferred under this provision (Reduction in Personnel) shall not be again subject to involuntary transfers for a period of one (1) year unless extenuating circumstances exist which shall include, but not be limited to, funding, reduction in student population, and cancellation of programs. Should a position become available at the same school from which a teacher was involuntarily transferred due to a staff reduction, the teacher shall have the opportunity to request to return to such school, subject to all the following conditions:

- a. The same or similar position needs to be filled no later than the end of the school year following the school year of the transfer.
- b. The position is in the same area of assignment from which the teacher was transferred.
- c. The teacher is certified for the position.
- d. The teacher is qualified for the position in the judgment of the Superintendent.

In cases in which more than one teacher has been involuntarily transferred from the same area of assignment, at the same school, and meet the above conditions, the teacher with the most seniority shall first be given the option to return.

The order of layoff of members of the bargaining unit shall be teachers having the least amount of teaching experience in the Gadsden County School System.

F. Recall

The School Board shall determine the positions in which recall will be made and the number of teachers to be recalled.

Teachers shall be recalled in the inverse order of layoff.

Notification of recall shall be made by certified mail to the address of record. Within ten (10) calendar days of receipt of the letter of recall, the teacher shall notify the District Personnel Office in writing whether he/she will accept reemployment. Failure to respond to the letter of recall within the required time automatically terminates the employee's right of recall.

G. Performance Issues/ Failing Schools

Before recommending an involuntary transfer based upon any performance problems, the Superintendent or his designee shall give notice of the performance problem(s) and time to address and respond to the concerns, and unless extenuating circumstances exist, the instructional

bargaining unit member will be offered assistance and time to address and resolve the concerns. In addition, the following procedures shall apply:

- a. Instructional bargaining unit members affected by recommendations for such an involuntary transfer which have been proposed for the upcoming year will be notified on or before May 1, unless extenuating circumstances exist.
- b. A conference will be held, if requested by the instructional bargaining unit members, between the instructional bargaining unit member and the Superintendent and/or their designee to discuss the reasons for recommending a transfer, and to allow the instructional bargaining unit members the opportunity to present their side of the matter and their position regarding being transferred. Any instructional bargaining unit member attending a conference will have the right of Union representation upon the instructional bargaining unit member's request. A written report of the conference with an instructional bargaining unit member concerning a recommended transfer will be given to the instructional bargaining unit member within ten (10) working days of the conference.
- c. The instructional bargaining unit members will receive written notice of the recommendation of the Superintendent of a transfer and will have the opportunity to appear at the School Board meeting at which the transfer will be presented for approval. Instructional bargaining unit members affected by involuntary transfer shall be notified in writing on or before July 1 unless extenuating circumstances exist which shall include, but not be limited to, absence of student performance data, school grades, funding, and reduction in programs.

Instructional bargaining unit members who are involuntarily transferred due to their assigned school being deemed as a failing school shall:

- a. be given written notice of their transfer with reason specific to their teaching or students' performance evaluation.
- b. be notified of their transferred assignment by July 1 unless extenuating circumstances exist which shall include, but not be limited to, absence of student performance data, school grades, funding, and reduction in programs.

ARTICLE VIII - TEACHER/STUDENT AUTHORITY AND PROTECTION

- A. Teachers shall not be required to perform tasks that would endanger their health or safety. In an emergency, teachers shall take necessary action to provide for the safety of themselves and their students and, as soon as possible, advise the site administrator of the situation.

- B. Each teacher shall assume such authority for the control of students assigned to them by the administrator and shall keep order in the classroom and in other places in which they are assigned to oversee students.
 - a. Within the first five (5) duty days of each school year, each teacher shall be provided with an online copy of the Gadsden County Code of Student Conduct and current Student Referral form and any additional disciplinary plan which may have been developed for their school.
 - b. Teachers may refer disruptive students to the office from the classroom with a referral slip provided by their administrator describing the behavioral problem when, in the judgment of the teacher, normal corrective measures have been ineffective in bringing about satisfactory improvement in the student's behavior. In emergency situations, the student may be sent to the office immediately with a written report to follow. Information on the disposition of the referral shall be provided to the teacher in a timely manner, and the status of the referral shall be provided upon request.
 - c. If a student is referred to the office because of continuing disruption, the administrator shall advise the teacher of the action taken in accordance with the Code of Student Conduct prior to the student's return to the classroom on that day. If a student demonstrates a pattern of continued disruption, the teacher shall be granted a review of the matter with the administrator and/or a discipline intervention team.
 - d. In Accordance with F.S. 1003.32(4) a teacher may suspend (remove) a student from class. Under no circumstances shall a teacher suspend a student from school. A teacher may recommend a consequence to the principal when a disruptive student is sent to the principal's office and the principal must consult with that teacher prior to enacting lesser disciplinary action. A Placement Review Committee shall be formed for the purpose of determining the placement of a student who has been suspended from a class in accordance with F.S. 1003.32(4), (5), (6).
 - e. The Placement Review Committee shall include the following: Two teacher members of the committee one elected by the faculty and one appointed by the teacher referring student to the Committee, one member from the school's staff who is selected by the principal.
 - f. A teacher may appeal the decision of the Placement Review Committee to the District Superintendent.
 - g. Upon re-entry to school, an expelled student whose conflict was with a teacher shall not be returned to that teacher's class, except under unusual circumstances.

Any case of assault upon a teacher shall be reported promptly to the site administrator or a designee by that teacher or any other teacher observing or having knowledge of the assault. In cases involving assault by a student upon a teacher, where said teacher is determined by the Administration to be free from fault, and where said teacher has filed civil charges, the Board shall render reasonable assistance to the teacher in connection with handling of the incident by law enforcement and judicial authorities.

The foregoing shall not require the Board to provide legal advice or counsel for the teacher or to incur, assume or bear any financial liability.

- C. When a principal provides written notification to a teacher that a written reprimand is to be filed in the personnel file of the teacher as a result of an action by the teacher, the teacher shall have the right to have present, upon verbal or written request, a representative of the GCCTA at a conference between the principal and the teacher prior to the filing of said written reprimand. Notice of GCCTA representation, at a conference between the principal and a teacher for the purpose of filing a written reprimand, must be presented to the principal prior to the conference enabling the principal to secure district representation for the conference, if desired. If either representative is not available for the conference, the conference shall be rescheduled to a time when representation is available. The teacher shall have the opportunity to make a written response to the written reprimand within ten days of receiving a copy. A copy of the response shall be made to the Principal or an appropriate administrator, to district Human Resources, and GCCTA. The Principal shall sign the written response upon reviewing. However, such signing does not indicate agreement but rather that the principal has seen the material.
- D. Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment. No such materials may be placed in a teacher's personnel file that the teacher has not had the opportunity to see. A copy of the materials to be added to a teacher's personnel file shall be provided to the teacher either by certified mail return receipt requested or by personal delivery. A teacher shall sign any reviewed material. However, such signing does not indicate agreement but rather that the teacher has seen the material. In the event a teacher does not review and sign such material within two (2) working days after notification of the existence of such material, the material shall be filed in the personnel file. Upon request, a teacher, or any person designated in writing by the teacher, shall be permitted to examine the personnel file of such teacher. The teacher shall be permitted conveniently to reproduce any materials in the file, at a cost no greater than the fees prescribed in F.S. 119.07(1). When verbal reprimand is deemed necessary, it shall be made out of public view and hearing of employee's, colleagues, students, and others.

Teachers shall have the right to place written materials, such as commendations or summaries of achievements of noteworthy nature, in their personnel files.

- E. The district is committed to a policy of "zero tolerance" on matters of student misbehavior, acts of violence or threatened acts of violence, and assault and battery on school personnel. Students who have committed such acts will be disciplined as prescribed in the Code of Student Conduct. It is recognized that it is the teacher's responsibility to pursue the prosecution of perpetrators of such acts as defined by Board policy.

F. **Student Conduct Committee**

The Superintendent will establish a committee comprised of six (6) teachers appointed by GCCTA, the president of GCCTA, and three (3) administrators appointed by the Superintendent. The committee will be advisory in nature and will devise its own working procedure. The committee will address the following:

1. The Code of Student Conduct
2. Uniform methods for enforcing behavioral expectations
3. Effective methods for supporting administrators and teachers
4. Effective methods for open communication with parents and methods for securing parental buy-in
5. The committee shall make its recommendation to the Superintendent.

ARTICLE IX - GENERAL EMPLOYMENT PRACTICES

- A. To assure the safety of all students and employees, the Gadsden County School Board has developed and implemented a Drug-Free Workplace and Drug and Alcohol Testing Program. The Policies and Procedures governing the Drug Free Workplace and Drug and Alcohol Testing Program will be strictly adhered to.
- B. For consideration for appointment to a teaching position in summer school, a teacher must file with the Superintendent on or before May 1 immediately preceding the summer session, a written application on a form to be furnished by the Superintendent. In making assignments of applicants to summer school instructional positions, the Board will take into consideration relevant factors including but not limited to the applicant's certification and/or competency in each subject, or subjects, and current employment by the Board.
- C. In-service activities are designed to improve the professional growth of all teachers. In-service attendance shall be voluntary unless it is:
 - X mandated by the District School Board, or State/Federal Laws
 - X required by the site administrator
 - X mandated as a condition of employment.
- D. Instructional employees shall not solicit support of any political candidate, partisan or non-partisan, during regular work hours.

An instructional employee who offers themselves as a candidate for public office shall notify the Superintendent immediately upon qualifying for election. They shall conduct their campaign so as not to interfere with their responsibilities. Personal leave without pay may be taken during the campaign period. Such a candidate shall adhere strictly to Florida Statutes governing political activity on the part of public officials and public employees.

A successful candidate for an office requiring a part-time responsibility shall report immediately to the Superintendent after the election and thereafter, when deemed necessary by the Superintendent or School Board, to evaluate the compatibility of the dual responsibility and the need for personal leave without pay.

All teachers shall be entirely free from political domination or coercion, or the pretended necessity of making political contributions of money or other things of value or engaging in any political work or activity against their wishes under the assumption that failure to do so will in any way affect their status as employees of the school system.

- E. Each instructional employee who resides in the District and is employed at least half-time, or who resides outside the District and is employed full-time shall have the opportunity to enroll their child(ren) in the school of choice, subject Gadsden County School Board Policy 5.20 entitled Student Assignment.
- F. The Association and the employer will work collaboratively to comply with any Federal or State law that has an adverse impact on any bargaining unit member. A committee consisting of three members appointed by the bargaining unit and three members appointed by the Superintendent shall be established to work collaboratively to develop a district wide plan to develop implementation and guideline procedures relating to any federal or state law. This committee shall convene and shall report its findings to the School Board at a Board meeting. The committee shall be advisory in nature and devise its own internal working procedure. Should the committee not convene and make its recommendations as required; the Board shall proceed as it deems appropriate in contractual matters that are mandatory subjects of bargaining in accordance with Florida Statute 447.

ARTICLE X - HOLIDAYS

The Bargaining Unit shall be granted up to six (6) paid holidays. Said holidays shall be those days designated as holidays by the Board and shall include all such holidays granted at any time during the school year. Teachers who are under contract for less than one hundred ninety-six (196) days shall be paid for the holidays which occur during their contract period.

ARTICLE XI - INSURANCE

- A. The Board shall provide for each employee, without cost to them, group term life and dental insurance. The Board will contribute for each employee no less than seventy-five percent (75%) for Capital Health Plan Insurance monthly to be applied toward payment of the single rate premium for Hospital-Medical-Surgical insurance.
- B. The Board during the life of this Agreement may at its sole option increase or decrease any and/or all the benefits provided under this plan notifying the GCCTA of any such increase(s) or decrease(s) at least thirty (30) days in advance.
- C. An insurance committee consisting of three (3) members appointed by each bargaining unit and three (3) members appointed by the Superintendent shall be established to investigate insurance alternatives and make recommendations to the Board and their respective members. This committee shall convene in January of each year and shall report its findings to each party prior to the regularly scheduled March Board meeting. The committee shall be advisory in nature and devise its own internal working procedure. Should the committee not convene and make recommendations as required, the Board shall proceed, as it deems appropriate in matters relating to its insurance provisions.

ARTICLE XII - PROFESSIONAL COMPENSATION

The basic salaries of teachers covered by this Agreement shall be set forth in Appendix A of this Agreement. Supplemental salaries will be set forth in Appendix B and D

Teaching Experience

Any person employed as a member of the instructional staff shall hold a valid Florida Teaching Certificate except as noted elsewhere in policy. All instructional staff members shall be entitled to and shall enter into a written contract with the School Board as provided by law. All contracts shall be on forms prescribed by the Commissioner of Education. Any member of the instructional staff who is willfully absent from duty without leave shall forfeit compensation for the time absent, and the staff member's contract shall be subject to cancellation by the Board.

Everyone newly hired as instructional personnel by the Board must be awarded a one (1) year probationary contract. Upon successful completion of the probationary contract, the Board may award an annual contract. An annual contract may be awarded for instructional personnel who have successfully completed a probationary contract with the Board and have received one (1) or more annual contracts from the Board. An annual contract may be awarded only if the employee:

- A. Holds an active professional certificate or temporary certificate issued pursuant to F.S. 1012.56 and rules of the State Board of Education.
- B. Has been recommended by the Superintendent for the annual contract based upon the individual's evaluation under F.S. 1012.34 and approved by the Board.
- C. Has not received two (2) consecutive annual performance evaluation ratings of unsatisfactory, two (2) annual performance evaluation rating of unsatisfactory within a three (3) year period, or three (3) consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under F.S. 1012.34.

A truly signed copy of the contract shall be retained by the Board in the office of the Superintendent.

- A. For each teacher who enters a written contract in this district who was not employed in this district as of June 30, 2001, for the purpose of pay, the district will recognize and accept each year of full-time school teaching service earned in the state of Florida or outside the state and for which the employee received a satisfactory performance evaluation. It shall be the responsibility of the teacher to provide the district personnel office with verification of such experience and proof of satisfactory performance.
- B. For credit for any such experience gained in any given school year to be so allowed, the same must be based on employment and efficient service in the same school system or institution of higher education for more than one-half ($\frac{1}{2}$) of the duty days in that year.
- C. Each vocational teacher or other teacher qualifying for certification on the basis of nonacademic preparation may substitute for professional educational employment experience as above described, and subject to all applicable conditions hereinbefore set out, duly verified successful full-time paid work experience in the specific vocational field covered by their teaching certificate. In the computation of such work experience, any amount of such work experience totaling more than six (6) months and occurring within the same twelve-month period shall be counted as one year.

- D. Reemployment after retirement – All retirees who remain unemployed for the appropriate time as defined by law and are reemployed with the school board will be placed on the salary schedule at the beginning years of experience of their appropriate degree level. Retirees will have the ability to move through normal step progressions for each year of service. Retirees who return to service with the school board will remain on annual contract status until their relationship with the district is severed.

ARTICLE XIII - MISCELLANEOUS

- A. This agreement shall constitute the full and complete understandings and commitments between both parties and may be altered, changed, added to, deleted from or modified only through the voluntary mutual consent of the parties in written and signed amendment to this Agreement; provided, however, that nothing contained in this Agreement shall be construed to obligate either party to negotiate or bargain collectively with respect to any subject or matter whatever.
- H. Should any provision of this Agreement be declared illegal by a court of competent jurisdiction, said provision shall be automatically deleted to the extent that it violated the law, but the remaining provisions shall remain in full force and effect for the duration of this Agreement, if not affected by the deleted provision.

ARTICLE XIV - TERMINAL PAY

- A. All payments made pursuant to this Article shall be subject to law and rules and regulations of the Florida State Board of Education.
- B. Terminal pay for accumulated sick leave will, except as hereinafter otherwise indicated, be provided to all full-time teachers at resignation without retirement, at normal retirement, when the teacher elects to participate in the Deferred Retirement Option Program (DROP), or to the beneficiary if such service is terminated by death. The sick leave days used in calculating the amount of such terminal pay shall not include any such days earned otherwise than in full-time service of this School District. Such terminal pay shall not exceed an amount determined as follows:
1. For the individual, upon separation from such service by resignation without retirement, PROVIDED that they must then have been in the full-time creditable service of this School District for at least twenty (20) years: the daily rate of pay of the individual at that time multiplied by one hundred (100) percent times the number of days of accumulated sick leave.
 2. For the individual, upon normal retirement, or DROP enrollment PROVIDED that that must then have been in the full-time creditable service of this School District for at least ten (10) creditable years, a sum determined by multiplying the individual's then current average daily rate of pay by their number of days accumulated sick leave, times a percentage figure depending on their number of years of such service, as hereinafter indicated:
 - After the 10th year.....50%
 - After the 11th year.....50%
 - After the 12th year.....50%
 - After the 13th year.....65%
 - After the 14th year.....70%
 - After the 15th year.....75%
 - After the 16th year.....80%
 - After the 17th year.....85%
 - After the 18th year.....90%
 - After the 19th year.....95%
 - After the 20th year.....100%
 3. For the beneficiary, upon the death of the individual in the service of this School District, a sum determined by multiplying the decedent's then current average daily rate of pay by their number of days of accumulated sick leave, times a percentage figure depending on their number of years of such service, as hereinafter indicated:
 - During the first 3 years.....35%
 - During the next 3 years.....40%
 - During the next 3 years.....45%
 - During the next 3 years.....50%
 - During the 13th year.....60%
 - During the 14th year.....65%
 - During the 15th year.....70%
 - During the 16th year.....75%
 - During the 17th year.....80%
 - During the 18th year.....85%
 - During the 19th year.....90%
 - During the 20th year.....95%
 - During and after the 21st year.....100%

Such terminal pay, when paid upon registration without retirement, or upon normal retirement, shall be paid only where the individual's resignation or retirement is concurrent in time with their separation from the full-time service of this School District, unless the teacher is participating in DROP, and then only if they are resigning or retiring under favorable circumstances, and not, for example, if the individual is being or has been dismissed by the Board, or if proceedings for such dismissal are pending. Further, such payment shall not be made if, within three (3) calendar years preceding the individual's separation from the full-time service of this School District, the individual has or shall have been convicted, under the laws of the United States of America or any State thereof, of a felony. The plea of guilty in any court, of the decision of guilty by any court, or the forfeiture of a bond in any court of law, or the written acknowledgment of having so committed any such offense, duly witnessed and made to the Superintendent or his duly appointed representative or the School Board, shall, for the purpose of this Article, have the same effect as that of a conviction of the offense.

A teacher who participates in DROP will receive pay for accumulated sick leave as indicated above. The rate of pay for such leave shall be based upon the salary rate of the teacher at the time DROP begins. Such leave shall be paid in annual installments during each of the years of DROP participation. The initial payment will be made during the first month of DROP, with subsequent payments made during the retirement anniversary months. Leave accrued during DROP will be included in the final payment and will be paid at the salary rate of the retiring teacher upon separation from service according to provisions outlined applicable Florida Statutes.

A teacher who begins participation in DROP, but elects to cancel DROP shall, within six (6) months of the DROP cancellation, repay the Gadsden County School Board all sick leave-pay previously received as a part of DROP. Such sick leave time when repaid, will be returned to the account of the teacher as if there had been no DROP participation.

- C. "Normal retirement", as used in this Article, shall mean retirement as defined in subsection 231.40(2), Florida Statutes, 1979.
- D. Terminal pay for accumulated sick leave paid to any person pursuant to this Article shall totally replace and be in lieu of all payments to which the recipient might otherwise be entitled pursuant to any rule or other provision by the Board relating to terminal pay for accumulated sick leave.

TERM OF AGREEMENT

Subject to applicable law, rules and regulations, this Agreement shall become effective when approved and ratified by the Board and the Bargaining Unit and signed by the parties and shall continue in effect through June 30, 2027.

This Agreement shall not be extended orally, and it is expressly understood that it shall expire on the date last aforesaid.

Should any provision of this Agreement be declared illegal by a court of competent jurisdiction or legislative action, said provision shall be automatically deleted to the extent that it violated the law, but the remaining provisions shall remain in full force and effect for the duration of this Agreement, if not affected by the deleted provision.

The parties agree:

*All eligible GCPS instructional personnel, excluding GTC, shall receive a salary increase reflected in Appendix A- Placement Schedule of this agreement.

After ratification of this contract, the parties agree that once each calendar year of this Agreement that each party, may, at its sole option, upon written request made to the other party, reopen two (2) articles other than Appendix A, B, and C specifying such other articles so to be reopened.

Gadsden County Classroom Teachers Association

The School Board of Gadsden County, Florida

By: _____
GCCTA President Date

By: _____
Chairperson Date

By: _____
Regional Specialist Date

By: _____
Superintendent of Schools Date

By: _____
District Negotiator Date

APPENDIX A

GADSDEN COUNTY SCHOOL BOARD

2023-2024 INSTRUCTIONAL SALARY SCHEDULE

Years of Experience	2023-2024 Salary	Years of Experience	2023-2024 Salary
0	\$ 47,500	16	\$ 49,350
1	\$ 47,500	17	\$ 49,700
2	\$ 47,500	18	\$ 50,050
3	\$ 47,500	19	\$ 50,400
4	\$ 47,500	20	\$ 50,750
5	\$ 47,600	21	\$ 51,350
6	\$ 47,700	22	\$ 52,900
7	\$ 47,800	23	\$ 53,600
8	\$ 47,900	24	\$ 54,300
9	\$ 48,000	25	\$ 55,000
10	\$ 48,100	26	\$ 55,700
11	\$ 48,200	27	\$ 56,400
12	\$ 48,300	28	\$ 56,900
13	\$ 48,650	29	\$ 57,400
14	\$ 49,000	30	\$ 59,445
15	\$ 49,350		

*This is only for salaries and will not include an increase in supplements.

*The parties agree that the teacher's workday will change from 7 hours and 20 minutes to 7 hours and 30 minutes (Article IV A. 1). Forty-five days after ratification by both parties, 10 non-instructional minutes shall be added at the end of the school day.

**Gadsden County School District Performance Pay Proposal
Instructional Personnel (Formula Method)**

As prescribed in Florida Statute 1012.22 and 1012.34 the Gadsden County School Board seeks to provide Performance Pay for instructional employees. Performance Pay shall be allocated at a sustainable rate that does not destabilize the District’s required minimum fund balance. In accordance with these Statutes, a) all annual status instructional personnel with an evaluation rating of effective or highly effective qualify for Performance Pay; b) professional status instructional personnel will remain on the base salary schedule unless such personnel opt in written to move to annual status and c) instructional personnel returning to the District after a break in service without an authorize leave of absence shall be designated annual status and placed on the performance salary schedule.

The District shall annually budget \$12,500 for instructional employees Performance Pay. Should the District’s fund balance exceed 5%, the annual budgeted Performance Pay shall be proportionally increased. The annual salary adjustment under the performance salary schedule for an employee rated as effective shall be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification.

In accordance with the above, the District shall implement the following Performance Pay formula:

Formula Description - \$12,500 (E=.5 HE)

2021-2022

<p>93 Highly Effective Instructional Personnel 62 Effective School Instructional Personnel</p> <p>.5(HE) + HE =12,500 .5(93 HE) + 62 HE = 12,500 46.5 HE + 62 HE = 12,500 108.5 HE = 12,500 HE = 115.21</p>	<p>93 Highly Effective Instructional Personnel 62 Effective Instructional Personnel</p> <p>Highly Effective = \$115.21 Effective = \$57.60</p>
--	---

2022-2023

<p>92 Highly Effective Instructional Personnel 55 Effective Instructional Personnel</p> <p>.5(HE) + HE =12,500 .5(92 HE) + 55 HE = 12,500 46 HE + 55 HE = 12,500 101 HE = 12,500 HE = 123.76</p>	<p>92 Highly Effective Instructional Personnel 55 Effective Instructional Personnel</p> <p>Highly Effective = \$123.76 Effective = \$61.88</p>
---	---

Gadsden County Instructional Employees will receive performance pay for the 2021-2022 and 2022-2023 school year on June 30, 2024. Performance pay for the 2023-2024 school year and subsequent school years will be distributed on or before September 30 of each school year.

TA: 6/17/2024

APPENDIX B – SALARY SUPPLEMENTS

The Superintendent will establish a committee comprised of three (3) teachers appointed by GCCTA, the president of GCCTA, and three (3) administrators appointed by the Superintendent. The committee shall be advisory in nature and devise its own internal working procedure. The committee will address the following:

1. Supplemental salary schedule to determine positions warranting supplemental pay,
2. Supplements to be paid for such positions,
3. And duties/expectations for supplemental positions.
4. The committee shall make a recommendation to the Superintendent.

*F.S. 1012.22(3) – Advanced Degrees – A district school board may not use advanced degrees in setting a salary schedule for instructional personnel or school administrators hired on or after July 1, 2011, unless the advanced degree is held in the individual’s area of certification and is only a salary supplement.

APPENDIX B – SALARY SUPPLEMENTS

Position	Activity	% of B-O	2021-22
Athletic Director	Senior High	5%	\$1,905.75
	Middle School	4%	\$1,524.60
Head Coach	Football - Sr. High	10%	\$3,811.50
	Football - Middle	9%	\$3,430.35
	Basketball - Sr. High	9%	\$3,430.35
	Basketball - Middle	6%	\$2,286.90
	Baseball - Sr. High	6%	\$2,286.90
	Baseball - Middle	4%	\$1,524.60
	Softball - Sr. High	6%	\$2,286.90
	Softball - Middle	4%	\$1,524.60
	Volleyball - Sr. High	6%	\$2,286.90
	Volleyball - Middle	4%	\$1,524.60
	Track & Field - Sr. High	6%	\$2,286.90
	Cross Country	6%	\$2,286.90
	Weightlifting - Sr. High	4%	\$1,524.60
	Wrestling - Sr. High	4%	\$1,524.60
	Track & Field - Middle	4%	\$1,524.60
	Golf	4%	\$1,524.60
	Tennis	4%	\$1,524.60
	Soccer	6%	\$2,286.90
Assistant Coaches	Football - Sr. High	7%	\$2,668.26
	Football - Middle	6%	\$2,286.90
	Basketball - Sr. High	6%	\$2,286.90
	Volleyball - Sr. High	4%	\$1,524.60
	Baseball - Sr. High	4%	\$1,524.60
	Softball - Sr. High	4%	\$1,524.60
	Track - Sr. High	4%	\$1,524.60
Other Positions	Band Director - Sr. High	6%	\$2,286.90
	if Chorus also, add	4%	\$1,524.60
	Choral Director - Sr. High	5%	\$1,905.75
	Band Director - Middle	5%	\$1,905.75
	if Chorus also, add	3%	\$1,143.45
	Choral Director - Middle	4%	\$1,524.60
	Band Director - Middle	3%	\$1,143.54
	Band Assistant	4%	\$1,524.60
	Majorette Sponsor - Sr. High	4%	\$1,524.60
	Varsity Cheerleader Sponsor - Sr. High	5%	\$1,905.75
	Jr. Varsity Cheerleader Sponsor - Sr. High	4%	\$1,524.60
	Cheerleader Sponsor - Middle	4%	\$1,524.60
	Special Olympics Coordinator	4%	\$1,524.60
Newspaper Sponsor - Sr. High/Middle	3%	\$1,143.45	
Yearbook Sponsor - Sr. High/Middle	3%	\$1,143.45	
Student Council Sponsor - Sr. High	3%	\$1,143.45	
Student Council Sponsor - Middle	3%	\$1,143.45	

Advanced Degrees	*Master's Degree	\$1,268.00
	*Specialist Degree	\$1,819.00
	*Doctorate Degree	\$2,481.00

*F.S. 1012.22(3) - Advanced Degrees - A district school board may not use advanced degrees in setting a salary schedule for instructional personnel or school administrators hired on or after July 1, 2011, unless the advanced degree is held in the individual's area of certification and is only a salary supplement.

APPENDIX C - TEACHER PAY CALENDAR

Teachers on ten (10) months contract will be paid in twelve equal payments. Payments will begin in August and end in June. Payments will be made in accordance with the schedule below on the 30th of each month except that the final two (2) installments will be issued in June. During any remaining years of this agreement, the School Board will determine the uniform pay date, based on the school calendar. No payment will be made for services prior to those services being performed, nor prior to all leave forms being received in the finance office.

APPENDIX D – OFFICIAL GRIEVANCE FORM
GADSDEN COUNTY SCHOOL DISTRICT
FOR BARGAINING UNITS

Name of Grievant(s):

Date Filed:

Position Assignment:

Worksite:

STEP I _____

STEP II _____ STEP III _____

STEP IV _____

Contract Citations:

Statement of Grievance:

Relief Sought

Signature of Grievant

FOR OFFICE USE

RECEIPT OF GRIEVANCE FORM

Grievance Number

Date Received

Signature of Receiving Official

Title

Distribution:
Grievant: 2 copies
Immediate Supervisor: 1 copy
District Office: 1 copy

APPENDIX E

Evaluation Committee

The Superintendent will establish a committee comprised of three (3) teachers appointed by GCCTA, the president of GCCTA, and three (3) administrators appointed by the Superintendent. The committee will be advisory in nature and will devise its own working procedure. The committee will address the following:

1. Review the Gadsden County Teacher Evaluation Model
2. Develop strategies for uniform implementation of the Teacher Evaluation Model
3. Recommend staff development activities deemed appropriate to ensure an effective working knowledge of the Teacher Evaluation Model
4. Recommend changes to the Teacher Evaluation Model aimed at improving uniform implementation
5. The committee shall make its recommendation to the Superintendent.

APPENDIX F

Facilities Committee

The Superintendent will establish a committee comprised of three (3) teachers appointed by GCCTA, the president of GCCTA, and three (3) administrators appointed by the Superintendent. The committee will be advisory in nature and will devise its own working procedure. The committee will address the following:

1. Study the current condition of the facilities of the district.
2. Develop concerns and solutions to improve the health and safety of all staff and students.
3. Recommend needed facilities improvements with the health and safety of all staff and students as the primary concern.
4. The committee shall make its recommendation to the Superintendent.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

DATE OF SCHOOL BOARD MEETING: September 24, 2024

TITLE OF AGENDA ITEM: Gadsden Technical College Field Trip

DIVISION: Post Secondary Education

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

PURPOSE AND SUMMARY OF ITEM:

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. Gadsden Technical College Secondary and Post Secondary Career and Technical Education students and instructors is requesting approval for an out-of-state field trip to attend the 2024 Sunbelt Ag Expo in Moultrie, GA.

Please see attached documentation.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Angela G. Sapp, M.Ed.

POSITION: Career and Technical Education Coordinator

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

RECEIVED

FORM MUST BE RECEIVED IN DISTRICT OFFICE 2 WEEKS PRIOR TO TRIP

FIELD TRIP REQUEST

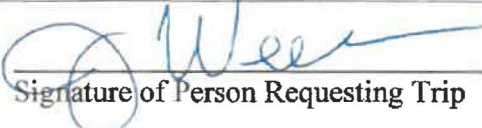
SCHOOL: Gadsden Technical College	CONTACT FOR FIELD TRIP: Mr. James Weeks
---	---

DATE OF TRIP: October 17, 2024	WHO IS ATTENDING: (grade/organization) Secondary and Post-Secondary Career and Technical Education Students and Instructors
--	---

LOCATION: Moultrie, GA	TRAVELING BY: <input checked="" type="checkbox"/> School bus <input type="checkbox"/> Charter bus Marshall Jones / Driver
----------------------------------	---

PURPOSE: Attending the 2024 Sunbelt Ag Expo

SCHOOL BUS – Required items for approval: <ol style="list-style-type: none"> 1. Director's signature 2. Complete list of participants and chaperones 3. Complete final itinerary 4. Documentation showing correlation of the Florida Standards or benchmarks to the field trip request 	CHARTER BUS – Required items for approval: <ol style="list-style-type: none"> 1. Director's signature 2. Complete list of participants and chaperones 3. Complete final itinerary 4. Copy of charter bus contract with signatures 5. Proof of Insurance
---	---



 Signature of Person Requesting Trip



 Signature of Director/Designee

_____ APPROVED _____ DENIED	
_____ Superintendent/Designee	_____ Date

Please forward completed form via district mail or fax to:
Mrs. Eureka Fields Program Assistant for Curriculum & Instruction
Fax: (850) 627-3530 Email: fieldse@gcpsmail.com

Gadsden Technical College



Major Willie A. Jackson, Ed. D.

Director

Career Technical and Adult Education

"Opportunity at Your Fingertips"

201 Martin Luther King Jr. Blvd.

Quincy, FL 32351

Telephone: (850)875-8324 FAX: (850)875-7297

<http://www.gadsdentech.org>

Stephanie L. Moore
Asst. Director - Adult Education

Angela G. Sapp
Career & Technical Education
Coordinator

Doris Drake
Practical Nursing
Coordinator

Dear Parents:

Students and Instructors of Automotive Service Technology 1, Carpentry, and Power Equipment Technologies programs will attend Sunbelt AG Expo in Moultrie, GA as outlined below. Thank you for completing the Request and Consent Form at the beginning of the school year granting permission for your son/daughter to participate in this wonderful educational endeavor. Students do not have to pay the cost for transportation to the event nor for an admission ticket. However, please make sure that your child has money to cover the costs of meals and other incidentals.

Sunbelt Ag. Expo / Moultrie, GA
290-G Harper Blvd.
Moultrie, GA 31788

October 17, 2024

Itinerary

8:00 A. M.	Depart Gadsden Technical College
10:00 A. M.	Arrive Sunbelt Ag. Expo / Moultrie, GA
10:00 A. M - 12:00 P. M.	Tour Sunbelt Ag. Expo / Moultrie, GA
12:00 P. M -	Lunch @ Sunbelt Ag. Expo / Moultrie, GA
1:00 P. M - 2:00 P. M.	Tour Sunbelt Ag. Expo / Moultrie, GA
2:00 P. M.	Depart Sunbelt Ag. Expo / Moultrie, GA
4:00 P. M.	Arrive Gadsden Technical College

MISSION STATEMENT

The mission of Gadsden Technical College is to provide industry linked programs and services opportunities to prepare students for the workforce in order to achieve economic self-sufficiency, contribute to the economic prosperity of Gadsden County, and compete in a global market.

PARTICIPANTS	Last Name	First Name	School
Automotive Mr. James Weeks – Instructor Mrs. Lisa Weeks - Chaperone			
	1. [REDACTED]	[REDACTED]	GCHS
	2. [REDACTED]	[REDACTED]	GCHS
	3. [REDACTED]	[REDACTED]	GCHS
	4. [REDACTED]	[REDACTED]	CACS
	5. [REDACTED]	[REDACTED]	CACS
	6. [REDACTED]	[REDACTED]	RFM
	7. [REDACTED]	[REDACTED]	TCS
	8. [REDACTED]	[REDACTED]	TCS
	9. [REDACTED]	[REDACTED]	TCS
	10. [REDACTED]	[REDACTED]	TCS
	11. [REDACTED]	[REDACTED]	Adult Student
Barbering Mr. Garrett Dowdell - Instructor			
	1. [REDACTED]	[REDACTED]	GCHS
	2. [REDACTED]	[REDACTED]	GCHS
	3. [REDACTED]	[REDACTED]	GCHS
	4. [REDACTED]	[REDACTED]	GCHS
	5. [REDACTED]	[REDACTED]	GCHS
	6. [REDACTED]	[REDACTED]	CACS
	7. [REDACTED]	[REDACTED]	CACS
	8. [REDACTED]	[REDACTED]	CACS
	9. [REDACTED]	[REDACTED]	CACS
	10. [REDACTED]	[REDACTED]	CACS
	11. [REDACTED]	[REDACTED]	CACS
	12. [REDACTED]	[REDACTED]	TCS
	13. [REDACTED]	[REDACTED]	Adult
	14. [REDACTED]	[REDACTED]	Adult
	15. [REDACTED]	[REDACTED]	Adult
	16. [REDACTED]	[REDACTED]	Adult
	17. [REDACTED]	[REDACTED]	Adult
	18. [REDACTED]	[REDACTED]	Adult
Carpentry Mr. Alfred Suber - Instructor			
	1. [REDACTED]	[REDACTED] bus	CACS
	2. [REDACTED]	[REDACTED]	CACS
	3. [REDACTED]	[REDACTED]	CACS
	4. [REDACTED]	[REDACTED]	Adult Student

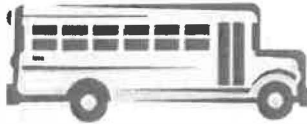
	5.	[REDACTED]	Adult Student
Cosmetology, Facials, & Nails Ms. Ciara Hinson - Instructor			
	1.	[REDACTED]	GCHS
	2.	[REDACTED]	GCHS
	3.	[REDACTED]	GCHS
	4.	[REDACTED]	GCHS
	5.	[REDACTED]	GCHS
	6.	[REDACTED]	GCHS
	7.	[REDACTED]	GCHS
	8.	[REDACTED]	GCHS
	9.	[REDACTED]	GCHS
	10.	[REDACTED]	CACS
	11.	[REDACTED]	CACS
	12.	[REDACTED]	CACS
	13.	[REDACTED]	CACS
	14.	[REDACTED]	TCS
	15.	[REDACTED]	TCS
	16.	[REDACTED]	TCS
	17.	[REDACTED]	Adult Student
	18.	[REDACTED]	Adult Student
Power Equipment Technologies Mr. David McPhaul - Instructor			
	1.	[REDACTED]	GCHS
	2.	[REDACTED]	GCHS
	3.	[REDACTED]	CACS
	4.	[REDACTED]	CACS
	5.	[REDACTED]	CACS
	6.	[REDACTED]	TCS
	7.	[REDACTED]	Adult Student
	8.	[REDACTED]	Adult Student
	9.	[REDACTED]	Adult Student
Principles of Teaching Ms. Jenny Levinson - Instructor			
	1.	[REDACTED]	GCHS
	2.	[REDACTED]	GCHS
	3.	[REDACTED]	GCHS

**GCPS
TRANSPORTATION
DEPARTMENT**

729 SOUTH STEWART STREET
QUINCY, FLORIDA 32351
850-627-6858

QUOTE

Date: September 18, 2024
QUOTE #1



To: **GTC**
200 MLK BLVD
QUINCY, FL 32351

CONTACT	DESTINATION	PAYMENT TERMS	DATE/TIME OF TRIP
MRS. ANGELA SAPP GADSDEN TECHNICAL COLLEGE	2024 SUNBELT AG EXPO 290-G HARPER BLVD MOULTRIE, GA 31788	DUE UPON RECEIPT OF INVOICE	TBA

QTY	DESCRIPTION	UNIT PRICE	LINE TOTAL
1 DRIVER	DRIVER'S COST 0.0 HRS @ \$15.00 PER HR=	\$0.00	\$0.00
1 DRIVER	DRIVER'S BENEFITS COST \$0.00 X 20%=	0.00	0.00
1 BUS	FUEL COST (163.0 MILES(APPROXIMATELY)) 163.0 MILES @ \$1.50 PER MILE=	244.50	244.50
1 BUS	BUS USAGE COST	0.00	0.00

*THIS IS ONLY AN ESTIMATE!!

Subtotal	\$244.50
Sales Tax	0.00
Total	\$244.50

Quotation prepared by: LUCY WOODS

This is a quotation on the services requested, subject to the conditions noted: If the driver's hours or bus mileage exceeds that stated in this quote, you will be billed for the additional charge which will be due upon receipt of invoice. If it becomes necessary to cancel the bus service, please contact the transportation department before the date/time of the trip so that your group will not be charged a fee.

Gadsden Technical College



Major Willie A. Jackson, Ed. D.

Director

Career Technical and Adult Education
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201 Martin Luther King Jr. Blvd.
Quincy, FL 32351

Telephone: (850)875-8324 FAX: (850)875-7297
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Coordinator

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Sunbelt Ag Expo
290-G Harper Blvd.
Moultrie, GA 31788

October 17, 2024

Documentation showing correlation of the Florida Standards or benchmarks to the field trip request.

Florida Department of Education Student Performance Standards & Benchmarks for:

Automotive Service Technology I

- 01.0 Proficiently explain and apply required shop and personal safety tasks relating to the automotive industry.
- 02.0 Explain and apply required tasks associated with the proper use and handling of tools and equipment relating to the automotive industry.
- 03.0 Demonstrate proficiency in preparing vehicle for routine pre/post maintenance and customer services.
- 04.0 Explain and apply proficiently the diagnosis, service and repair of drum\disc brake, hydraulics, power assist units, electronic brakes, traction control, stability control systems and miscellaneous (wheel bearings, parking brake, electrical, etc.) systems.
- 05.0 Explain and apply proficiently the diagnosis, service and repair of front and rear suspensions systems, wheel alignment, and wheels and tires.
- 06.0 Explain and apply proficiently the diagnosis, service and repair of electrical/electronic system components, battery, starting, charging, lighting, gauges, warning devices, driver information, horn, wiper/washer and accessory systems.
- 07.0 Explain and apply proficiently the diagnosis, service and repair of engines, cylinder heads, valve train, engine block, lubrication and cooling systems.

MISSION STATEMENT

The mission of Gadsden Technical College is to provide industry linked programs and services opportunities to prepare students for the workforce in order to achieve economic self-sufficiency, contribute to the economic prosperity of Gadsden County, and compete in a global market.

Barbering

- 01.0 Demonstrate safe, sanitary and efficient work practices.
- 02.0 Identify and perform shampoo/hair conditioners and scalp treatment.
- 03.0 Identify and perform trimming/shaping of hair (cutting) with the use of scissor, clipper, and razor.
- 04.0 Identify and perform hairstyles.
- 05.0 Identify and perform mustache and beard design.
- 06.0 Demonstrate shaving the face.
- 07.0 Demonstrate appropriate understanding of basic science.
- 08.0 Identify and perform facial treatments.
- 09.0 Demonstrate knowledge of professional development (employability skills).
- 10.0 Demonstrate knowledge of Florida law and State Board requirements.
- 11.0 Demonstrate an understanding of entrepreneurship.
- 12.0 Identify and prepare hairpieces, wigs and hair attachments.
- 13.0 Identify and perform permanent wave/reconstruction curl/chemical relaxing.
- 14.0 Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques..

Carpentry

- 01.0 Apply shop and construction site safety skills.
- 02.0 Select, use and maintain hand tools, power tools and stationary equipment.
- 03.0 Apply mathematics knowledge to assist in constructing buildings, structures, and various construction and woodworking related projects.
- 04.0 Read, understand and create basic construction and shop drawings and/or sketches.
- 05.0 Select and recommend appropriate building materials for building and woodworking projects.
- 06.0 Select and use appropriate fasteners and hardware for specific construction and woodworking applications.
- 07.0 Set up and install basic rigging and scaffolding.
- 08.0 Identify ways that sustainable design and construction strategies impact the built environment (Optional).
- 09.0 Explain the importance of employability and entrepreneurship skills (Optional).
- 10.0 Perform site-preparation and building layout activities.
- 11.0 Understand how to layout and/or construct a building foundation.
- 12.0 Layout cut and install framing members for a floor system (wood and/or metal).
- 13.0 Layout cut and install a wall framing system (wood and/or metal).
- 14.0 Comply with current hurricane building codes.
- 15.0 Layout cut and install a wood frame roof system.
- 16.0 Frame walls using cold-formed steel (Optional).
- 17.0 Lay out, cut and rough frame a stair system.
- 18.0 Identify, select and install various roofing materials for building structures.
- 19.0 Identify and apply appropriate thermal boundary, moisture protection and water management systems.
- 20.0 Install windows and exterior doors.
- 21.0 Install gypsum drywall.
- 22.0 Identify and fasten wood stock and joints.
- 23.0 Install cabinets and components.

- 24.0 Identify, interpret and describe types of interior and exterior doors types, hardware and assembly component requirements, and installation techniques based on plans and specifications.
- 25.0 Install interior trim and other finishes based on construction drawings, details and specifications.
- 26.0 Identify and install various types of interior wall and ceiling finish materials.
- 27.0 Layout cut and finish a stair system.
- 28.0 Select and install exterior finishes.
- 29.0 Demonstrate building site layout to excavate for footings and foundations, and *optionally*, trenching for utilities.
- 30.0 Erect, plumb and brace simple concrete forms with reinforcement.
- 31.0 Explain or identify various foundation forms.
- 32.0 Demonstrate an understanding of vertical concrete formwork.
- 33.0 Demonstrate an understanding of constructing horizontal formwork.
- 34.0 Explain and demonstrate how to place reinforcing bars in walls, columns, beams, girders, joists and slabs.
- 35.0 Discuss the transport and placement of concrete.

Commercial Class B Driving

- 01.0 Understand vehicle safety and accident prevention procedures.
- 02.0 Understand and comply with vehicle operating regulations.
- 03.0 Demonstrate proper cargo handling and documentation procedures.
- 04.0 Demonstrate trip planning preparation procedures.
- 05.0 Demonstrate vehicle inspection procedures.
- 06.0 Perform vehicle maintenance and servicing procedures.
- 07.0 Demonstrate basic vehicle control procedures.
- 08.0 Demonstrate backing skills and basic vehicle maneuvers.
- 09.0 Demonstrate road driving skills.
- 10.0 Demonstrate hazardous driving skills.
- 11.0 Apply concepts learned for obtaining a Commercial Driver's License (CDL).

Cosmetology

- 01.0 Identify career opportunities.
- 02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 03.0 Employ safe, sanitary and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- 06.0 Demonstrate science knowledge and skills.
- 07.0 Explain the importance of employability skills and entrepreneurship skills.
- 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 09.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 10.0 Describe the importance of professional ethics and legal responsibilities.
- 11.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 12.0 Use information technology tools.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

- 15.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.
- 16.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals.
- 17.0 Identify shampoo/hair conditioners and scalp treatments. Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders. Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, and rinses with water and each other. Demonstrate an understanding of electrical current, transfer of energy and how it affects the skin. Demonstrate application of shampoo, manipulations and rinsing.
- 18.0 Identify and perform hair shaping (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 19.0 Identify and perform hairstyles. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 20.0 Identify and prepare hairpieces, wigs and hair attachments. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 21.0 Identify and perform permanent waving/reconstruction and curl/ chemical relaxing. Identify the proper chemical to be prescribed and understand the way chemicals affect the hair shaft and skin. Be able to demonstrate proper procedure and application of chemicals.
- 22.0 Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques. Identify the proper chemical to be prescribed. Understand the chemicals that affect the hair shaft and skin and be able to describe, measure, and predict chemical reactions. Demonstrate proper procedures including the measurement, mixing and application of chemicals.

Power Equipment Technologies

- 01.0 Demonstrate an understanding of workplace safety and workplace organization.
- 02.0 Demonstrate proficiency in performing pre-delivery maintenance services and set-up procedures
- 03.0 Demonstrate industry-related math skills
- 04.0 Demonstrate industry-related science skills
- 05.0 Demonstrate industry-related communication skills.
- 06.0 Demonstrate proficiency in parts inventory identification and repair order processing.
- 07.0 Perform basic fuel and exhaust system service.
- 08.0 Perform basic engine service and minor repairs.
- 09.0 Perform basic tune-up service.
- 10.0 Perform power transfer system service and engine controls adjustments.

- 11.0 Service and repair lubrication systems.
- 12.0 Diagnose, service, repair and adjust electrical systems
- 13.0 Service and repair cooling and exhaust systems.
- 14.0 Service and repair starting systems.
- 15.0 Diagnose and repair ignition systems.
- 16.0 Service, repair and adjust engine controls.
- 17.0 Understand basic two-stroke and four-stroke engines.
- 18.0 Demonstrate proficiency in repairing and maintaining two-stroke cycle engines.
- 19.0 Demonstrate proficiency in repairing and maintaining four-stroke cycle engines.
- 20.0 Demonstrate proficiency in repairing engine interior components.
- 21.0 Demonstrate proficiency in diagnosing and repairing power transfer systems.
- 22.0 Demonstrate proficiency in servicing, repairing, and adjusting various types of industry-related power and equipment
- 23.0 Demonstrate employability skills.
- 24.0 Demonstrate proficiency in acceptable employee behavior.
- 25.0 Demonstrate an understanding of entrepreneurship.
- 26.0 Diagnose service, repair and adjust portable generators.
- 27.0 Demonstrate and identify basic principles of electronic fuel management (EFI) systems.

Principles of Teaching

- 01.0 Demonstrate an understanding of workplace safety and workplace organization.
- 02.0 Demonstrate proficiency in performing pre-delivery maintenance services and set-up procedures
- 01.0 Utilize career planning skills to explore career opportunities in education and training.
- 02.0 Demonstrate professionalism in an education and training setting.
- 03.0 Explain the various components of diversity.
- 04.0 Adhere to a professional code of conduct.
- 05.0 Describe the purpose of education from its historical foundations to current best practices.
- 06.0 Describe accountability systems education and training organizations use to manage and improve performance.
- 07.0 Explain employment practices.
- 08.0 Demonstrate the ability to lead and work on a team.
- 09.0 Recognize leadership and career and technical student organization (CTSO) activities.
- 10.0 Design and Create Student Professional Portfolio
- 11.0 Articulate the fundamental principles of child growth and development.
- 12.0 Articulate how students learn and the developmental characteristics of age groups.
- 13.0 Explain developmental characteristics and intervention strategies for exceptional students across education and community settings.
- 14.0 Understand fundamental principles of the human development process in childhood.
- 15.0 Explore instructional methods to develop appropriate activities that foster growth and development.
- 16.0 Analyze and evaluate developmentally appropriate classroom management strategies.
- 17.0 Recognize the effects of child abuse, substance abuse and risk factors on learning.
- 18.0 Identify practices that contribute to healthy learning environments.
- 19.0 Grow your Professional Portfolio.
- 20.0 Explore basic theories of educational psychology to enhance student learning.
- 21.0 Assess the impact of sociological factors on learning.
- 22.0 Understand critical thinking, problem solving and innovation skills independently or in teams to

- formulate solutions to problems.
- 23.0 Demonstrate basic technology competencies through effective use of multiple software applications.
 - 24.0 Use existing and emerging technology to accomplish educational goals.
 - 25.0 Explain the laws and regulations governing information gathering, software and educational use.
 - 26.0 Align curricular goals and instructional objectives with the capabilities of the electronic media.
 - 27.0 Demonstrate competence in the content/subject area to be taught.
 - 28.0 Use content-specific instructional strategies.
 - 29.0 Describe school and district priorities and Florida's academic and technical content standards.
 - 30.0 Explain the relationship of knowledge within a content area to other content areas.
 - 31.0 Connect content to relevant life experiences and career opportunities.
 - 32.0 Describe the importance of reading and writing skills for personal and social growth, and for the achievement of excellence in all subject matters.
 - 33.0 Align instructional goals and activities with school and district priorities and Florida's academic and technical content standards.
 - 34.0 Demonstrate knowledge of effective Literacy Strategies that can be applied across the curriculum.
 - 35.0 Enhance and update your Professional Portfolio.
 - 36.0 Plan and deliver instruction that illustrates best teaching practices.
 - 37.0 Communicate clear learning goals and link learning activities to those defined goals.
 - 38.0 Apply knowledge of how students think and learn to instructional design and delivery.
 - 39.0 Differentiate instruction to support the learning needs of all students.
 - 40.0 Design activities to help students develop as independent learners and complex problem-solvers.
 - 41.0 Use resources effectively to enhance student learning.
 - 42.0 Maintain general safety standards in accordance with applicable regulations, health standards and organizational policy.
 - 43.0 Supervise the safety and health of students.
 - 44.0 Explain emergency response plans.
 - 45.0 Recognize the impact of stress on health.
 - 46.0 Identify ways to continue to grow professionally.
 - 47.0 Completion of Comprehensive Professional Portfolio.
 - 48.0 Completion of a Capstone Presentation.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9b

DATE OF SCHOOL BOARD MEETING: September 24, 2024

TITLE OF AGENDA ITEM: 2024-2025 School Improvement Plans

DIVISION: Academic Services

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this item is to provide awareness of the School Improvement Plans for the 2024-2025 school year. The plans have been developed and aligned with the Florida standards and progress monitoring tools. The plans also explicitly outline requirements for student progression.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Loietta Holmes and Lisa Robinson 

POSITION: Directors of Instruction

INSTRUCTIONS TO BE COMPLETED BY PREPARER

0 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Gadsden County Schools

CHATTAHOOCHEE ELEMENTARY SCHL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Gadsden County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Chattahoochee Elementary School is committed to ensuring all students have access to diverse high-quality educational experiences and are well prepared for middle school.

Provide the school's vision statement

Chattahoochee Elementary School seeks to become established as a premier educational institution in preparing students for long-term scholarly pursuits in an environment of high expectation.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Zola Akins

Position Title

Principal

Job Duties and Responsibilities

Oversee the day to day operations of the school. To ensure that there is a safe learning environment for all educators and all scholars. It is also the responsibility of the principal to ensure that students experience equity and equality within the school environment. To manage school activities and support personnel so that school outcomes are positive. To develop, implement, and maintain curriculum standards. Maintain healthy and positive relationships with all stakeholders.

Leadership Team Member #2

Employee's Name

Carolyn Francis

Position Title

Instructional Coach- ELA

Job Duties and Responsibilities

To develop, implement, and maintain ELA curriculum and standards. Assist teachers with pedagogy and model instruction for teachers. Analyze data to drive instruction. Goal setting for school and teachers to assist with student achievement.

Leadership Team Member #3

Employee's Name

Tylisa Chapman-Thomas

Position Title

Lead Teacher (Secondary)

Job Duties and Responsibilities

Manage curriculum and instruction. Review and analyze student data. Mentor and maintain healthy relationships with peers to assist with positive school culture and climate. Assist with shared decision making when it comes to school activities.

Leadership Team Member #4

Employee's Name

Erica Green

Position Title

Lead Teacher (Primary)

Job Duties and Responsibilities

Manage curriculum and instruction. Review and analyze student data. Mentor and maintain healthy relationships with peers to assist with positive school culture and climate. Assist with shared decision making when it comes to school activities.

Leadership Team Member #5

Employee's Name

Ruth Hinson

Position Title

Lead Teacher(Pre-K/Primary)

Job Duties and Responsibilities

Manage curriculum and instruction. Review and analyze student data. Mentor and maintain healthy relationships with peers to assist with positive school culture and climate. Assist with shared decision

making when it comes to school activities.

Leadership Team Member #6

Employee's Name

Portia LaCount

Position Title

Lead Teacher (Special Area and Support Staff)

Job Duties and Responsibilities

Manage curriculum and instruction. Review and analyze student data. Mentor and maintain healthy relationships with peers to assist with positive school culture and climate. Assist with shared decision making when it comes to school activities. Assist with special area and planning of special activities for students.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for stakeholder involvement in creating the school improvement plan includes but is not limited to faculty meetings, surveys (students, parents, and teachers), data reviews/analysis, and community meetings. The input from all these entries were reviewed to assist with the development of the school improvement. These mediums were used to gather data that would assist with reviewing the strengths and weaknesses, areas of growth, and barriers that should be addressed with the school improvement plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Monitoring of the school improvement plan is critical for effective implementation and impact on increasing the achievement of students and especially those with the greatest achievement gaps. Monitoring will take place with the school leadership team and a step by step process to make sure that school is meeting targets and achieving the goals that were set within the school improvement plan. In addition, monitoring of the school improvement plan will take place at the beginning of the year, mid-year, and at the end of the year to review the progress and possible changes that need to be made to assist with the school meeting necessary targets for school wide improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	89.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: D 2022-23: C* 2021-22: C 2020-21: 2019-20: D

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	5	15	13	9	5	8				55
One or more suspensions	1	2	1	5	5	8				22
Course failure in English Language Arts (ELA)	2	4	1	2	1					10
Course failure in Math	1	4	1	2	1					9
Level 1 on statewide ELA assessment	4	3	4	15	12	6				44
Level 1 on statewide Math assessment	1	3	2	15	12	6				39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	3	4	15						26
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	3	4	15						26

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	1	2	12	6				24

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	1	3						7
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
Absent 10% or more school days											0
One or more suspensions	1	2	1	5	5	8					22
Course failure in ELA	2	4	1	2	1						10
Course failure in Math	1	4	1	2	1						9
Level 1 on statewide ELA assessment	4	3	4	15	12	6					44
Level 1 on statewide Math assessment	1	3	2	15	12	6					39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	3	4	15							44

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	1	2	1	2	12	6					24

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
Retained students: current year	1	2	1	3							7
Students retained two or more times											0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	28	30	57	22	24	53	40	27	56
ELA Grade 3 Achievement **	25	36	58	19	29	53			
ELA Learning Gains	56	52	60				52		
ELA Learning Gains Lowest 25%		64	57						
Math Achievement *	30	39	62	31	37	59	43	36	50
Math Learning Gains	38	57	62				44		
Math Learning Gains Lowest 25%		63	52						
Science Achievement *	13	8	57	55	26	54	69	32	59
Social Studies Achievement *								54	64
Graduation Rate								27	50
Middle School Acceleration								62	52
College and Career Readiness									80
ELP Progress		52	61		59	59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	32%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	190
Total Components for the FPPI	6
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
32%	32%	50%	54%		37%	56%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	5%	Yes	4	4
Black/African American Students	30%	Yes	2	1
Economically Disadvantaged Students	33%	Yes	2	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	11%	Yes	3	3
Black/African American Students	33%	Yes	1	
Economically Disadvantaged Students	33%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	9%	Yes	2	2
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	49%	No		
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	51%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	28%	25%	56%		30%	38%		13%					
Students With Disabilities	10%				0%								
Black/African American Students	27%	23%	57%		27%	40%		8%					
Economically Disadvantaged Students	29%	25%	59%		31%	38%		14%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	22%	19%			31%			55%					
Students With Disabilities	14%				7%								
Black/African American Students	20%	17%			36%			60%					
Economically Disadvantaged Students	23%	20%			32%			55%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	40%		52%		43%	44%		69%					
Students With Disabilities	9%				9%								
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	39%		50%		43%	42%		73%					
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	41%		52%		45%	44%		75%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	28%	37%	-9%	55%	-27%
Ela	4	32%	28%	4%	53%	-21%
Ela	5	25%	22%	3%	55%	-30%
Math	3	33%	46%	-13%	60%	-27%
Math	4	27%	33%	-6%	58%	-31%
Math	5	31%	28%	3%	56%	-25%
Science	5	13%	16%	-3%	53%	-40%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Math and reading in the primary grades have shown the most improvement. The PM3 assessment indicates that students in grades K-2 demonstrated significant progress in both reading and math following its administration. The school has prioritized early learning standards to support student development as they advance through grade levels.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data shows that reading was the lowest performance areas for grades 3-5. There has been a sharp decline in the reading scores with the school only showing a 28% proficiency rate for grades 3-5. The state achievement level is at a 57%. Contributing factors include students who are already experiencing challenges in reading proficiency and have inconsistent attendance.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was Science. In 2022, Science achievement was 69%. There was a two-year decline in science achievement which includes 55% proficiency in 2023 and 13% proficiency in 2024. Contributing factors include the transition from a seasonal teacher to a new teacher for Grade 5, and the instructional material used were different than what was used previously.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average is Math. Math has historically been the school's strong point. The transition in staff and instructional material has contributed to the increased gap in mathematics performance. The state average was 62% and CES math data was a 30%.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance was a significant concern, with issues including frequent late arrivals and early departures, which impacted students' availability for instruction.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Math proficiency
2. Reading proficiency
3. Attendance
4. Science proficiency

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA, Math, Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELA-ELA is a crucial area of need because reading proficiency of grade levels 3-5 have declined from the previous school year shows that ELA proficiency is 22% which is significantly below the state's proficiency (53%) and 2% lower than the district's proficiency (24%).

Math- Mathematics is an area of need due to a decline in proficiency levels over the past three school terms. In the 2022 school year, proficiency for grades 3-5 was 43%, which decreased to 31% in 2023 and further to 30% in 2024.

Science- Science is also an area of significant concern due to a sustained decline in proficiency over the past three years. In the 2022 school year, 69% of students demonstrated proficiency. This figure decreased to 55% in 2023 and fell dramatically to only 13% in 2024.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA: Less than 30% of the third-grade students scored at proficiency in ELA based on the FAST for 2023-2024.

By the end of the year, we will increase the number of third grade students scoring at proficiency by 10%.

Math: 30% of the students in grades 3-5 scored proficiency based on FAST for 2023-2024.

By the end of the school year, we will increase the number of students in grades 3-5 scoring at proficiency by 10%.

Science: Only 13% of the students in 5th grade scored proficient.

By the end of the school year, we will increase the number of students scoring proficiency on grade 5 science by 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring of lesson plans, monitoring of PM 1 and PM 2 data for reading and math, monitoring of weekly assessments for reading, math, and science, and data reviews for each area to monitor progress of all students. Ongoing progress monitoring will impact student outcomes by allowing for interventions to be added in areas of need and enrichment added in areas of strengths. Data chats with teachers and students to help with progress monitoring. In addition, walk-throughs and observations will be conducted to assist with progress monitoring.

Person responsible for monitoring outcome

Zola Akins

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Professional learning opportunities for all teachers.

Rationale:

Professional learning opportunities provide teachers with the knowledge needed to keep students engaged and make sure that learning is aligned to the standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Focus on early learning with the use of KPALS and other supplemental materials to help students increase student's reading proficiency.

Rationale:

Early learning provides students with a strong foundation in each subject area. In addition, remediation and acceleration will help with closing the reading achievement gap.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Assessment

Rationale:

Assessment will allow us to make sure that we have accurate data to help with the improvement process.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Literacy Leadership Team

Person Monitoring:

Tylisa Chapman-Thomas

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

This team will assist with progress monitoring, data review. professional development, and provide additional support to teachers with curriculum.

Action Step #2

Professional development opportunities.

Person Monitoring:

Zola Akins

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional development will provide teachers with strategies for improvement, strategies for engagement.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus is PBIS so that we can improve behavior schoolwide. Improving discipline allows us to maintain a positive and productive learning environment. Students are able to demonstrate positive behavior and receive incentives while being a good citizen within the school. This was identified from the EWS and the number of out-of-school suspensions.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

90% of the students will show improvement in behavior and reduce the number of infractions that will cause interruptions and out-of-school suspensions.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area will be monitored weekly (through class dojo) and monthly with the use of the PBIS store on campus.

Person responsible for monitoring outcome

Zola Akins

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

CES has developed a school wide PBIS system for monitoring (Class Dojo). Students will be monitored on a point system. They could earn incentives in the classroom weekly and within the school monthly.

Rationale:

A school wide behavior system will help with behavior and other EWS that may have an effect on the academics of the students at CES.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Develop a system for protocol and monitoring behavior.

Person Monitoring:

Zola Akins

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Class Dojo Creation Class Incentives

Action Step #2

Class Dojo Creation

Person Monitoring:

Tylisa Chapman-Thomas and Ruth Hinson

By When/Frequency:

August 19, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Invitations will be sent to parents and guardians.

Action Step #3

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Step 1: The Academic Services Department will convene school leadership teams to conduct coherence mapping for core subject areas.

Step 2: The school leadership team, led by the principal, will review all relevant student and school data for all subgroups to determine needs and priorities.

Step 2: Principal will coordinate with the office of Academic Services to discuss and verify the school improvement funding allocation and guidelines for the 2024-2025 school year.

Step 3: The School Leadership team in collaboration with all relevant stakeholders, i.e. faculty/staff, parents, students, community, etc. will develop an action plan and schedule of activities/interventions to address the areas of need.

Step 4: SIP/Schedule of interventions and activities will be implemented and monitored to assess the effectiveness of interventions/services and make modifications as needed based on data.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Resource 1. Amira: The evidence-based resource will be used to build critical foundational reading skills. The resource will be used daily beginning August 2024 - May 2025.

Resource 2. Accelerated Reader: The resource will be used to allow students practice to improve fluency, vocabulary and comprehension. The resource will be used daily beginning August 2024 - May 2025.

Resource 3. i-Ready and printed resource (Ready): The resources will be used to provide both remediation and acceleration to address areas of deficiency in ELA and Math. The resource will be used daily August 2024 - May 2025.

Resource 4: HMH Into Reading: The differentiation sections of the core reading curriculum will be used through both small group instruction to ensure specific needs are addresses. August 2024 - May 2025.

Resource 5. Corrective Reading and Reading Mastery: These evidence-based resources will be implemented to further address areas of deficiency. September 2024 - May 2025.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Retirement for before and after school teachers (\$32,200 x 7.65%)</i>	5100/210	UNISIG	0.0	2,463.30
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Salaries for summer instructional support. (After school 5 teachers x 4 hours/day x 20 days x \$35/hr = \$14,000)</i>	5100/120	UNISIG	0.0	14,000.00
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Materials and supplies to support instruction in ELA. Math and Science for each classroom teacher (paper, pencils, markers, chart paper, crayons, math manipulatives, science lab materials) 12 teachers x \$750/teacher)</i>	5100/510	UNISIG	0.0	9,000.00
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Contracted instructional services for up to 5 retired educators to provide intervention and or supplemental instruction to students based on progress monitoring data. Focus areas will include ELA, Math and or Science (up to 3 retired educators x 4 hours/day x 75 days x \$35 hour)</i>	5100/311	UNISIG	0.0	31,500.00
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Salaries for drivers for after school instructional support. (After school 2 drivers x 2.5 hours/day x 100 days x \$15/hr = \$7,500)</i>	7900/160	UNISIG	0.0	7,500.00
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Fuel for after school programs</i>	7900/460	UNISIG	0.0	6,000.00
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Consultant to provide professional development to parents during parent workshop focused on teaching students skills to facilitate resiliency (1 consultant x \$3500)</i>	6150/311	UNISIG	0.0	3,500.00
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Salaries for before and after school instructional support. (Before school: up to 1 teachers x 1 hour/day x 170 days x \$35/hr = \$5,950 + After school 3 teachers x 2.5 hours/day x 100 days x \$35/hr = \$26,250)(\$32,200)</i>	5100/120	UNISIG	0.0	32,200.00
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Materials and supplies to support parent involvement activities to help build students' skills in ELA, Math and Science (paper, pencils, markers, chart paper, crayons, math manipulatives,</i>	6150/510	UNISIG	0.0	2,000.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>science lab materials, books for home libraries) 2 workshops x \$1000/workshop</i>					
Areas of Focus	Instructional Practice - ELA - Math - Science	6400/330	UNISIG	0.0	2, 274.20
<i>Travel and registrations for teachers to participate in workshops that may be scheduled through PAEC. FDOE (11 teachers x \$36/day [per diem] x 6 days)</i>					
Plan Budget Total					110, 437.50

Gadsden County Schools

JAMES A. SHANKS MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Gadsden County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

James A Shanks Middle School strives to provide a collaborative environment where students are safe, nurtured, and proficient.

Provide the school's vision statement

James A Shanks is preparing students to become competitive world citizens. Students who are educated at James A Shanks will be well-rounded, capable, and innovative leaders at the next level.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Camry S. Floyd

Position Title

Principal

Job Duties and Responsibilities

- Oversee Instructional Program Leadership/Development
- Initiate Personnel Action Services
- Manage School Operations/Delivery Systems
- Coordinate Student Support Services

Leadership Team Member #2

Employee's Name

Shereka Hutley

Position Title

Teacher on Special Assignment

Job Duties and Responsibilities

- Manage Discipline (Maintain adherence to the discipline protocol)
- Manage Technology
- Support ELA Instruction

Leadership Team Member #3

Employee's Name

Nahketah Kirkland

Position Title

Reading Coach

Job Duties and Responsibilities

- Support ELA Instruction

Leadership Team Member #4

Employee's Name

Shirley Commodore

Position Title

Math Coach

Job Duties and Responsibilities

Support Mathematics Instruction

Leadership Team Member #5

Employee's Name

Dr. Marvin Thomas

Position Title

Teacher on Special Assignment

Job Duties and Responsibilities

- Manage Logistics
- Support Safety Adherence
- Manage Student Supervision

Leadership Team Member #6

Employee's Name

Sophia Grandison

Position Title

Guidance Counselor

Job Duties and Responsibilities

- Student Support Services
- Manage MTSS
- Manage Community Partnerships
- Serve as Parent Liaison

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council includes the school principal, faculty and staff, community members and business owners. Stakeholders were invited to the school's Open House and have the opportunity to sign up to visit the school at scheduled times during the school year. The stakeholders were contacted before the start of the school year, and meetings were arranged to gather feedback to aid in the development of the school improvement plan.

Stakeholder meetings are also arranged at the conclusion of each grading period to allow for continuous improvement and feedback.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The School Improvement Plan will be revisited at each quarterly stakeholder meeting in order to ensure that progress toward goals is accomplished. The school will set milestones with the stakeholders and the plan will be revised based on progress in the direction of the set milestones.

The students with the greatest achievement gap are the current 5th and 6th Grade students. The ELA proficiency for both groups on the 2023-2024 FAST Administration was 9%.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION 4-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	97.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
	STUDENTS WITH DISABILITIES (SWD)*
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	ENGLISH LANGUAGE LEARNERS (ELL)*
	BLACK/AFRICAN AMERICAN STUDENTS (BLK)*
	HISPANIC STUDENTS (HSP)
	ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: D
	2022-23: *
	2021-22: D
	2020-21:
	2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days					37	24	55	68	69	253
One or more suspensions					28	16	59	53	67	223
Course failure in English Language Arts (ELA)					27	0	1	8	3	39
Course failure in Math					25	0	0	2	3	30
Level 1 on statewide ELA assessment					54	43	69	55	67	288
Level 1 on statewide Math assessment					48	43	58	47	51	247
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)					1					1

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators					52	26	68	69	72	287

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year					1	0	0	0	1	2
Students retained two or more times					1	2	2	9	19	33

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days					35	27	58	64	64	248
One or more suspensions					6	20	52	73	62	213
Course failure in ELA					35	2	3	15	2	57
Course failure in Math					29	1	1	2	4	37
Level 1 on statewide ELA assessment					36	36	87	70	69	298
Level 1 on statewide Math assessment					8	24	80	76	71	259
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators					42	27	73	87	75	304

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year					2	1	1	1	2	7
Students retained two or more times					1	6	12	12	14	45

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	18	32	58	23	32	53	23	33	55
ELA Grade 3 Achievement **		45	59		47	56			
ELA Learning Gains	38	46	59				36		
ELA Learning Gains Lowest 25%	48	49	54				37		
Math Achievement *	27	37	59	28	33	55	23	39	42
Math Learning Gains	48	50	61				38		
Math Learning Gains Lowest 25%	55	55	56				42		
Science Achievement *	15	21	54	10	20	52	19	33	54
Social Studies Achievement *	37	45	72	34	38	68	64	43	59
Graduation Rate		63	71		70	74		27	50
Middle School Acceleration	45	48	71	71	56	70	79	46	51
College and Career Readiness		89	54		69	53		58	70
ELP Progress	40	57	59	38	50	55	33	59	70

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	39%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	386
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
39%	38%	39%	30%		47%	35%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	3	
English Language Learners	40%	Yes	3	
Black/African American Students	35%	Yes	2	
Hispanic Students	41%	No		
Economically Disadvantaged Students	39%	Yes	3	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	25%	Yes	2	1
English Language Learners	38%	Yes	2	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	30%	Yes	1	1
Hispanic Students	40%	Yes	2	
Multiracial Students	35%	Yes	1	
White Students	40%	Yes	1	
Economically Disadvantaged Students	37%	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	1	
English Language Learners	33%	Yes	1	
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	41%	No		
Hispanic Students	37%	Yes	1	
Multiracial Students				
Pacific Islander Students				
White Students	41%	No		
Economically Disadvantaged Students	38%	Yes	1	

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	18%		38%	48%	27%	48%	55%	15%	37%	45%			40%
Students With Disabilities	13%		40%	54%	18%	47%	45%	9%	31%				
English Language Learners	25%		43%	42%	33%	52%	52%	19%	20%	60%			55%
Black/African American Students	16%		36%	49%	23%	47%	59%	11%	40%	35%			
Hispanic Students	23%		40%	45%	33%	47%	46%	18%	30%	70%			54%
Economically Disadvantaged Students	18%		38%	51%	26%	48%	55%	15%	38%	48%			56%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	23%				28%			10%	34%	71%			38%
Students With Disabilities	20%				31%			13%	36%				
English Language Learners	19%				28%			4%	37%	82%			60%
Black/African American Students	22%				27%			10%	29%	60%			
Hispanic Students	22%				29%			7%	38%	85%			60%
Multiracial Students	30%				40%								
White Students					40%								
Economically Disadvantaged Students	22%				29%			9%	34%	72%			53%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	23%		36%	37%	23%	38%	42%	19%	64%	79%			33%
Students With Disabilities	26%		35%	31%	24%	37%	37%	26%	60%				
English Language Learners	18%		30%	36%	26%	34%	44%	15%		62%			33%
Native American Students													
Asian Students													
Black/African American Students	23%		38%	35%	22%	39%	41%	20%	63%	85%			
Hispanic Students	20%		28%	33%	27%	38%	45%	16%	62%	71%			32%
Multiracial Students													
Pacific Islander Students													
White Students	40%		64%		13%	45%							
Economically Disadvantaged Students	22%		36%	38%	23%	38%	43%	20%	62%	78%			23%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	4	9%	28%	-19%	53%	-44%
Ela	5	9%	22%	-13%	55%	-46%
Ela	6	15%	27%	-12%	54%	-39%
Ela	7	24%	31%	-7%	50%	-26%
Ela	8	25%	33%	-8%	51%	-26%
Math	4	20%	33%	-13%	58%	-38%
Math	5	9%	28%	-19%	56%	-47%
Math	6	10%	28%	-18%	56%	-46%
Math	7	33%	40%	-7%	47%	-14%
Math	8	43%	40%	3%	54%	-11%
Science	5	11%	16%	-5%	53%	-42%
Science	8	18%	12%	6%	45%	-27%
Civics		39%	46%	-7%	67%	-28%
Algebra		79%	26%	53%	50%	29%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Algebra I is the data component that showed the highest levels of improvement. It is likely that the targeted selection for students who would be permitted to take this course resulted in the raised proficiency.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA is the data component that showed the lowest levels of performance. It is likely that the targeted selection of students who displayed the lowest performance in ELA was due to the teachers not teaching in field.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was ELA. The factor that contributed to this great decline was lack of intentional progress monitoring of the intensive level students.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA is the data component that had the great gap when compared to the state average. The factors that contributed to this gap was lack of aggressive progress monitoring and teachers who were teaching out of field.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After further reflection the two potential areas of concern are science and ELA.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Highest Priorities for school improving ent for this upcoming school year are

1. Improving ELA proficiency in 5th and 6th grade.
2. ELA proficiency in 7th and 8th grade.
3. In-depth progress monitoring for ELA
4. Intense targeted PLC's for ELA instructors
5. Sustain the students proficiency improvement in Algebra 1

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Students who exhibited proficiency in Reading and Mathematics in the 22-23 school year will have the opportunity to participate in accelerated 8th grade courses. JASMS will offer Algebra 1, Biology and CTE courses, which provide the opportunity for high school credit, and promote the ascension of the overall school grade. Though the majority of students are underperforming, it is critical that proficient students have such opportunities to extend their academic experience.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

8th Grade Acceleration

Biology was not offered in the 22-23 school year, so there is no comparative data for this indicator. There are 16 CTE certified students from the 22-23 school year. 60 Students will be enrolled this year.

Last year's Algebra 1 Proficiency was 78%. Students were selected for participation using this same model.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Mr. Pace, the CTE Instructor, Manages CTE Assessment Administration. Students will be permitted to attempt certification in December 2024 and March 2025.

Benchmark assessments will be developed for Biology, and will be administered following standard-based instruction. A summative assessment will be administered via the Performance Matters platform in December 2024 and March 2025.

Person responsible for monitoring outcome

Camry S. Floyd - Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Students who are enrolled in the acceleration courses will participate in an in-school study hall throughout the year. During this extended school day, the students will receive individualized instruction from highly qualified teachers, and will have the opportunity to strengthen their skills in the acceleration areas.

Rationale:

The students who are identified within this area of focus exhibit promise when it comes to performance and proficiency. They are likely (especially in comparison to their peers) to perform well in acceleration.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

The Extended School Day will operate throughout the school year and is built into the student schedule. Students will work with teachers in a small-group setting and receive support in their areas of weakness as identified by the interim assessments.

Rationale:

Students will have assigned periods during the school day to interact with the material for the Biology EOC and the CTE Assessments. In the event that they are not proficient in a core area, they will still have the opportunity to participate in the extended school day program.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identify 8th Grade Students who are eligible to Accelerate

Person Monitoring:

Camry S. Floyd

By When/Frequency:

August 19th

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

FSA Data will be used to group students into homeroom cohorts. The students will have class schedules that include Algebra I, Biology, and accelerated CTE courses.

Action Step #2

Create Interim Assessments for Algebra and Biology

Person Monitoring:

Camry S. Floyd

By When/Frequency:

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

District instructional specialists and the Reading and Math Coaches will assist in developing benchmark assessments using the Performance Matters Platform. This will allow for the disaggregation of data and the containment of progress monitoring in one platform.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Economically Disadvantaged Students are consistently lower-performing than their counterparts. The large majority of our students are underperforming in the core areas (ELA and Math), they require additional support outside the realm of the regular school day.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

4th Grade ELA Proficiency 9%

4th Grade Math Proficiency 20%

5th Grade ELA Proficiency 9%

5th Grade Math Proficiency 9%

6th Grade ELA Proficiency 15%

6th Grade Math Proficiency 10%

7th Grade ELA Proficiency 24%

7th Grade Math Proficiency 33%

8th Grade ELA Proficiency 25%

8th Grade Math Proficiency 43%

The goal for proficiency across the district is 60%. The extended school day will serve as a time for students to receive individualized instruction to support proficiency and learning gains.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Interim assessments are already scheduled to monitor overall performance. Growth from PM1 to PM2 will serve as the indicator of effectiveness, and the information from the scheduled iReady diagnostics will be used to design the individualized instruction.

Person responsible for monitoring outcome

Camry S. Floyd

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identify Students to Participate in Extended School Day

Person Monitoring:

Shirley Commodore (Math Coach), Nahketah
Kirkland (ELA Coah)

By When/Frequency:

September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The ELA Coach and Math Coach will review the FAST Data from 2024 and identify students who would benefit from the extended school day. Following PM1, students will be grouped based on proximity to growth target and proximity to proficiency, and recommended for participation in the Extended School Day program. Parents will receive letters of invitation, and individual phone calls

outlining the importance of participation.

Action Step #2

Identify Supplemental Programs

Person Monitoring:

Shirley Commodore (Math Coach), Nahketah
Kirkland (ELA Coach)

By When/Frequency:

September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The iReady Platform and the Measuring Up Supplemental Curriculum have been identified as potential supplements. We will align them to the prioritized standards to determine their fit.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Most of the students at JASMS are identified as Economically Disadvantaged.

The development of unified prescriptive discipline plan, PBIS plan, and supervision plan for the entire campus is necessary to ensure a safe learning environment and to promote a positive school culture. Students are allowed on campus beginning at 7:30 am, and vigilant supervision is required to ensure that they are appropriately monitored and directed within the confines of the adopted schoolwide norms.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Last year, there were a total of 178 referrals written at JASMS and 6 students were referred to alternative programs. Our goal is to reduce the number of discipline incidents by increasing supervision and implementing uniform behavior and incentive programs. The total number of referrals will be reduced to 75 at the end of the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

A Classroom Behavior Management protocol has been designed to ensure that all teachers follow the

same steps when providing correction and discipline to students. Schoolwide rules, routines and procedures are in place to ensure that expectations are the same throughout campus.

A referral report will be printed at the end of each quarter to ensure that no more than 20 referrals are processed per quarter.

Person responsible for monitoring outcome

Shereka Hutley (Teacher on Special Assignment)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Prescriptive Discipline Plan/Schoolwide Expectations and Incentives The prescriptive discipline plan arranges infractions in categories based on severity, combining the information in the Student Code of Conduct and the SESIR guidelines. This plan outlines the consequences for each infraction so that there is no ambiguity when it comes to developing appropriate responses.

Rationale:

The students, parents, faculty and staff have expressed the necessity for continuity and support when it comes to managing discipline. This stepwise universal process allows for all stakeholders to have a robust understanding of the expectations. The prescriptive plan also includes intervention for individual students (counseling, parent conferences) who may require more support than others.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Train Teachers/Students in Discipline Plan and Restorative Justice

Person Monitoring:

Shereka Hutley

By When/Frequency:

August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During pre-planning, teachers received training on the Prescriptive Discipline plan, PBIS Systems, and Restorative Justice. Teachers then devised a 10-day plan to introduce and reiterate the new procedures to students.

Action Step #2

Organize Appropriate Supervision Before, During, and After the School Day

Person Monitoring:

Shereka Hutley (Teacher on Special Assignment)

By When/Frequency:

August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Faculty and Staff have been assigned to posts to support smooth transitions and limit incidents between class times

Action Step #3

PBIS Implementation to Influence School Culture and Climate

Person Monitoring:

Shereka Hutley (Teacher on Special Assignment)

By When/Frequency:

September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

UNISIG Funding will be utilized to provide real world experiences to allow students to practice appropriate interactions with peers and others outside of the regular school setting.

Action Step #4

Faculty, Staff, Student Safety Unification and Identification

Person Monitoring:

Shereka Hutley (Teacher on Special Assignment)

By When/Frequency:

September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Faculty, Staff, and Students will be assigned identifying attire to be worn during special events to ensure identifiability, uniformity, and safety.

Area of Focus #2

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Parents in Economically Disadvantaged areas require support when it comes to involvement in their child's education. The literacy and graduation rates in Gadsden County have recently increased, but have been historically low for the past few decades. Parent Involvement is paramount to student success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of Q3, 75% of parents will have visited the campus twice, to include 1 parent conference with a teacher from the assigned teaching team.

By the end of Q3, 90% of parents will be connected to the school's mass communication tool (Remind).

By the end of Q1, 50% of parents will have access to student progress via the FOCUS portal.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

At the assigned intervals, reports from the communication portals will be analyzed and compared to total enrollment.

Person responsible for monitoring outcome

Sophia Grandison (Guidance Counselor)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- Two-Way Communication - Parent Workshops and Training - Family Literacy Programs - Volunteer Opportunities - Home-School Learning Connections - Regular Feedback on Student Progress - Attendance and Academic Conferences per quarter These interventions will be facilitated, by assigned grade level team leaders in conjunction with the Guidance Counselor, Mrs. Sophia Grandison. Materials, Supplies, books, and tools will be purchased using UNISIG funding, and team leaders will also be compensated from UNISIG.

Rationale:

Involving parents in the education of children significantly increases success rate. Parents who feel welcome at the children's schools are more likely to visit and more likely to buy in to the vision and mission of the school, encouraging strong attendance and positive behavior.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Invitation of Parents and Community Partners - Official Call to Action

Person Monitoring:

Camry S. Floyd

By When/Frequency:

August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Parents and Community Representatives will be called to specific action in August and assigned students to mentor and programs to operate at each grade level. The principal will aid in the facilitation of mentorship relationships and programming logistics on campus during the school day. Students with significant attendance and behavior issues will be coupled and a 25% decline from 2024 to 2025 is the expected result.

Action Step #2

Purchase Remind School Account

Person Monitoring:

Camry S. Floyd

By When/Frequency:

September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure that quote provided to school district is received and returned to Remind with requested information and payment.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The school's webpage is
<https://jasms.gadsdenschools.org/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The school's webpage is
<https://jasms.gadsdenschools.org/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

As outlined in the Graduation/Acceleration Area of Focus and the Intervention Area of Focus, the school plans to build time into the school day for targeted intervention. In addition, students who show promise as it relates to proficiency will be required to participate in an extended school day program.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under

ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The school has established partnerships to support school culture and extension activities for instruction with the following agencies:

Capital City Youth Services (Social-Emotional Learning)

University of Florida IFAS Center (STEM Extension Activities)

Florida Department of Health (Science Extension Activities, Tobacco Prevention, Health Support for Asthma)

Boys & Girls Club of the Big Bend (after school supplemental programs)

AMI Kids (After school vocational programs)

City of Quincy Parks and Recreation Department (athletic support)

Gadsden County Public Library System (Literacy Support)

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

All resources are vetted to ensure that they have the potential to influence the specific needs of the students at JASMS. A list of eligible resources is provided at the district level, and additional resources are vetted in collaboration with the district instructional specialists and Secondary Director.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The resources to address the needs outlined in the Areas of Focus are as follows:

- iReady - Used to increase proficiency by providing individualized instruction based on diagnostic data)
- Measuring Up Curriculum - Used to provide standards practice following instruction (to increase proficiency in ELA and Math)
- Performance Matters Platform - Used to develop formative and summative assessments for EOC Courses (to increase the likelihood of acceleration success)
- Remind - Used to communicate with parents in real time (to decrease discipline incidents and encourage parent involvement)

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	Graduation/Acceleration - Acceleration	5100/311	UNISIG	0.0	40,500.00
<i>Contractual services. Retired educators, subject matter experts or college students to provide support to students beyond and during the regular school day (Up to 5 contractors x 3 hours/day x \$30/hour x 90 days)</i>					
Areas of Focus	Graduation/Acceleration - Acceleration	6400/120	UNISIG	0.0	70,000.00
<i>Salaries. Stipends provided to teachers who participate in professional development activities beyond the school day. (Up to 40 teachers x 5 hours/week x 10 wks x \$35/hour)</i>					
Areas of Focus	Instructional Practice - Intervention	5100/120	UNISIG	0.0	9,000.00
<i>Salary. Provided to teachers serving as department or grade chairpersons, serving beyond the regular school day.(up to 6 teachers x \$1500)</i>					
Areas of Focus	Instructional Practice - Intervention	5100/210	UNISIG	0.0	900.00
<i>Retirement. (\$9,000 x 10%)</i>					
Areas of Focus	Instructional Practice - Intervention	5100/120	UNISIG	0.0	42,000.00
<i>Salary. Provided to teachers serving as beyond the school day instructors (before/after school]. Up to 10 teachers x 2 hours/day x 60 days x \$35/hour)</i>					
Areas of Focus	Instructional Practice - Intervention	5100/210	UNISIG	0.0	4,200.00
<i>Retirement. (\$42,000 x 10%)</i>					
Areas of Focus	Instructional Practice - Intervention	7900/160	UNISIG	0.0	62,500.00
<i>Drivers. Transportation for beyond the school day activities that support instruction (Up to 10 drivers x 2.5 hours/day x 100 days x \$25/hour)</i>					
Areas of Focus	Instructional Practice - Intervention	7900/460	UNISIG	0.0	20,000.00
<i>Fuel for transportation (beyond the school day and field trips)</i>					
Areas of Focus	Graduation/Acceleration - Acceleration	6400/510	UNISIG	0.0	19,200.00
<i>Materials and supplies for PLCs to support instruction (paper, pens, pencils, markers, cartidges post-it notes, chart paper, index cards, paper clips, office supplies, titles to support school improvement)</i>					
Positive Culture and Environment	Other	6110/311	UNISIG	0.0	10,000.00
<i>Contractual services. Consultant to address student nonattendance, promote positive student/parent attitudes toward attendance (1 consultant x 4 hours/day x \$25/hour x 100 days)</i>					
Positive Culture and Environment	Other	7300/311	UNISIG	0.0	14,900.00
<i>Contractual services. Consultant to serve as mentor to school principal, supporting school improvement activities, providing guidance, modeling strategies and serving as a thought partner (1 consultant x \$14,900)</i>					
Positive Culture and Environment	Positive Behavior and Intervention	5100/330	UNISIG	0.0	17,500.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
System (PBIS)					
<i>Entry fees and travel for student field trips to activities related to instruction (Academic Competitions (State Science Competition), College Tours (TSC, FAMU, FSU, UF), Academic Field Experiences (St. Augustine Aquarium, Appleton Museum of Art, Aunt Louise's Farm, IFAS Gadsden County) (5 field trips x \$3500 each - trip will depend on weather; all trips located on Florida's approved fieldtrip directory)</i>					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5100/510	UNISIG	0.0	10,043.75
<i>Signage for classroom environments to promote positive school culture, increase student attendance, support calming spaces and resiliency</i>					
Positive Culture and Environment	Other	5100/120	UNISIG	1.0	10,000.00
<i>Salary. Provided for teacher on special assignment to support instruction, promote positive culture and facilitate improved resiliency with school environment (1 teacher x \$10,000)</i>					
Positive Culture and Environment	Other	6150/510	UNISIG	0.0	25,000.00
<i>Materials and supplies for parent/community engagement meetings to support and promote student success (approved titles for building relationships, consumables for make and take workshops for at-home learning, paper, pens, markers)</i>					
Positive Culture and Environment	Other	6150/369	UNISIG	0.0	3,000.00
<i>Remini Communication Platform to engage students, parents and community in order to support student success</i>					
Plan Budget Total					358,743.75

Gadsden County Schools

WEST GADSDEN MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Gadsden County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department’s SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

West Gadsden Middle School, in partnership with its parents and community members, seeks to instill in its students high standards for academic scholarship, integrity, leadership, and responsible citizenship.

Provide the school's vision statement

The vision of West Gadsden Middle School is to cultivate a Winning, Growing, Mindset for Success through a rich academic environment with rigorous and focused instruction.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kimberly Cummings

Position Title

Principal

Job Duties and Responsibilities

Provides instructional leadership; ensures that student learning is a priority; works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective practices, student learning needs and assessments; employs and monitors a decision making process that is based on the schools' vision, mission and improvement priorities using facts and data; builds and maintains relationships with students, faculty, parents and community.

Leadership Team Member #2

Employee's Name

Shannon Williams

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Williams Assistant Principal for Curriculum: supervises the academic program under direction of the Principal. The AP for curriculum works with and coordinates the efforts of the academic Department Chairs and Math and Reading Interventionists to monitor and facilitate the academic progress of all students.

Mrs. Williams Assist the school principal with campus level operations, monitors student attendance and prepares reports and supervises the daily function of the school building.

Leadership Team Member #3

Employee's Name

Mellany Wiggins

Position Title

Instructional Coach

Job Duties and Responsibilities

Provides instructional support to all reading, ELA teachers, Math and Science teachers and students by co-teaching, mentoring, and modeling in classrooms. Provides support for continual assessment development and the collection, management, and analysis of data.

Leadership Team Member #4

Employee's Name

Edna Henson

Position Title

Guidance Counselor

Job Duties and Responsibilities

Guidance Counselor: Supervise guidance staff and delegates assignments, meeting the academic, career, and personal/social development of all students. Coordinate course registration period along with the school counseling program

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

West Gadsden has established regular and transparent channels of communication, such as flyers, emails, FOCUS parent portal, Clever, Skylert meetings, surveys, or social media, to share information, updates, feedback, and recognition.

The stakeholders of West Gadsden include our students, families and guardians, teachers, administrators, custodians, secretaries, other school staff; business owner, religious leaders, law enforcement officers, and neighbors.

We are building trust and collaboration to communicate clearly and consistently with your stakeholder groups.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The Leadership Team will meet bi-weekly to monitor the progress of the SIP goals. We will meet weekly with Instructional staff. During these reviews, student data will be monitored as well as best practices for instruction shared. We will use the Instructional/Reading Coach to push into classrooms to support quality instruction and rigor of standards. District Reading and math Specialists will also support instructional staff by pushing into classrooms. We will make necessary changes to work towards increasing student achievement. The data used will be PM1, PM2, PM3, STAR, Achieve 3000 and iReady.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION 4-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	93.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
	STUDENTS WITH DISABILITIES (SWD)*
	ENGLISH LANGUAGE LEARNERS (ELL)
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	BLACK/AFRICAN AMERICAN STUDENTS (BLK)*
	HISPANIC STUDENTS (HSP)
	WHITE STUDENTS (WHT)*
	ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
	2023-24: D
	2022-23: C*
	2021-22: C
	2020-21:
	2019-20: D
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days					28	20	32	43	44	167
One or more suspensions					15	5	29	27	31	107
Course failure in English Language Arts (ELA)					0	0	0	0	0	0
Course failure in Math					0	0	0	0	0	0
Level 1 on statewide ELA assessment					29	24	30	34	27	144
Level 1 on statewide Math assessment					30	14	33	14	7	98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)					8					8

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year					0	0	0	0	0	0
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days					20	13	26	32	25	116
One or more suspensions					7	11	25	25	34	102
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators					7	11	25	25	25	93

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	25	32	58	30	32	53	29	33	55
ELA Grade 3 Achievement **		45	59		47	56			
ELA Learning Gains	38	46	59				49		
ELA Learning Gains Lowest 25%	49	49	54				47		
Math Achievement *	33	37	59	26	33	55	32	39	42
Math Learning Gains	43	50	61				46		
Math Learning Gains Lowest 25%	51	55	56				50		
Science Achievement *	22	21	54	22	20	52	29	33	54
Social Studies Achievement *	43	45	72	62	38	68	58	43	59
Graduation Rate		63	71		70	74		27	50
Middle School Acceleration	50	48	71	33	56	70	75	46	51
College and Career Readiness		89	54		69	53		58	70
ELP Progress	42	57	59	45	50	55	59	59	70

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	40%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	403
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
40%	35%	47%	33%		41%	34%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	5	5
English Language Learners	42%	No		
Black/African American Students	37%	Yes	5	
Hispanic Students	42%	No		
White Students	25%	Yes	3	2
Economically Disadvantaged Students	39%	Yes	2	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	10%	Yes	4	4

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	45%	No		
Native American Students	45%	No		
Black/African American Students	22%	Yes	4	1
Hispanic Students	45%	No		
White Students	30%	Yes	2	1
Economically Disadvantaged Students	33%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	27%	Yes	3	3
English Language Learners	54%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students	55%	No		
Asian Students				
Black/African American Students	35%	Yes	3	
Hispanic Students	56%	No		
Multiracial Students				
Pacific Islander Students				
White Students	37%	Yes	1	
Economically Disadvantaged Students	47%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	25%		38%	49%	33%	43%	51%	22%	43%	50%			42%
Students With Disabilities	9%		29%	41%	38%	58%	56%	14%	6%				
English Language Learners	29%		45%	58%	39%	43%	41%	27%	41%	43%			49%
Black/African American Students	21%		34%	47%	30%	42%	52%	17%	42%	52%			
Hispanic Students	33%		44%	50%	38%	44%	43%	26%	45%	48%			48%
White Students	6%		13%		29%	50%							
Economically Disadvantaged Students	24%		36%	48%	33%	42%	49%	19%	41%	47%			53%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	30%				26%			22%	62%	33%			45%
Students With Disabilities	14%				7%			10%					
English Language Learners	38%				43%			39%	64%	52%			34%
Native American Students	45%												
Black/African American Students	21%				15%			9%	57%	7%			
Hispanic Students	39%				38%			41%	69%	54%			31%
White Students	35%				25%								
Economically Disadvantaged Students	29%				26%			21%	60%	32%			28%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	29%		49%	47%	32%	46%	50%	29%	58%	75%			59%
Students With Disabilities	5%		37%	50%	5%	30%	50%	10%	29%				
English Language Learners	37%		61%	56%	51%	58%	50%	41%	75%				59%
Native American Students	33%		54%		29%	77%			80%				
Asian Students													
Black/African American Students	19%		36%	35%	20%	37%	44%	18%	40%	70%			
Hispanic Students	41%		65%	61%	50%	54%	61%	40%	73%				60%
Multiracial Students													
Pacific Islander Students													
White Students	29%		56%		29%	41%		30%					
Economically Disadvantaged Students	29%		49%	50%	31%	45%	51%	29%	54%	75%			60%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	4	25%	28%	-3%	53%	-28%
Ela	5	25%	22%	3%	55%	-30%
Ela	6	16%	27%	-11%	54%	-38%
Ela	7	21%	31%	-10%	50%	-29%
Ela	8	35%	33%	2%	51%	-16%
Math	4	25%	33%	-8%	58%	-33%
Math	5	43%	28%	15%	56%	-13%
Math	6	14%	28%	-14%	56%	-42%
Math	7	34%	40%	-6%	47%	-13%
Math	8	55%	40%	15%	54%	1%
Science	5	25%	16%	9%	53%	-28%
Science	8	5%	12%	-7%	45%	-40%
Civics		42%	46%	-4%	67%	-25%
Biology		48%	41%	7%	67%	-19%
Algebra		43%	26%	17%	50%	-7%
Geometry		22%	24%	-2%	52%	-30%

2023-24 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						

* data suppressed due to fewer than 10 students or all tested students scoring the same.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component which showed most improvement was math proficiency. Small group instruction was incorporated along with more aggressive progress monitoring. The use of the data from progress monitoring allowed teachers to use an additional resource, which focused directly on the standard to reinforce instruction.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component which performed the lowest was Reading and Science Proficiency.

Science is the lowest data point at 22%. The contributing factors to low performance is the lack of foundational knowledge, attendance, behavior, and English Language Learners (ELLs), as well as low reading comprehension levels. We will ensure students are receiving science instruction at every grade level to ensure they receive the prerequisite which are needed to master the concepts on the science assessment.

Science showed the greatest decline from the previous year. Science achievement did not change from 2022 - 2023. 5th grade science showed a decline from 2022-2023 to 2023-2024. Previously, 2021-2022 there was improvement. The 8th grade performance reduces the overall proficiency rating for the school. This has been

The contributing factors to low performance is the lack of foundational knowledge, attendance, behavior, and English Language Learners (ELLs). We will ensure students receive science instruction at every grade level to ensure they receive the prerequisites which are needed to master the concepts on the science assessment. In addition, we will ensure our science teacher is given the opportunity to attend workshops to increase science capacity. Fourth grade students will participate in the district's interim assessment so that we can monitor growth as it relates to science instruction.

Through articulation, we will partner with grade three feeder school to continue this initiative.

Student reading performance is low due to loss of 7th grade ELA teacher, substitute teacher in the 6th grade, and student attendance.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Social Studies showed the greatest decline with 19%.

The contributing factors for the decline in Social Studies was due to the lack of effective planning, educational resources, and instructional delivery.

Additionally, a greater number of students were assessed than in prior years.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component which had the greatest gap compared to the state average was 8th grade Science.

Factors that contributed to this was lack of effective planning, instructional delivery, classroom structure and classroom management. Progress monitoring was not aggressive.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The EWS data which is a potential area of concern for the upcoming school term is students with 10% or more absences from school. Another area of concern are the number of students with one or more discipline referrals. This is a concern because the results of the students receiving a referral could be a contributing factor to the number of days students are absent from school.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Decrease the number of absences from students
2. Decrease the number of referrals
3. Increase Reading and Science proficiency
4. Increase Math proficiency
5. Implement a Social Emotional Learning program

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This area was identified as a critical area of need for the following reasons: 70% of students who tested, scored below the state average for proficiency, students who scored in the low level range of Level 1 and 2, students who scored Level 1 two of the last three years as well as students who are Level 2 and have not shown any Learning Gains, in two of the last three years, student sub-groups who did not make AYP, Students with Disabilities, Black students and White students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school term, there will be an increase in overall ELA proficiency, from 25% to at least 35%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This Area of Focus will be monitored with more individualized interventions to assist students with specific skills, with use of the Double Down/Push-In Model. The Leadership Team will Disaggregate data from PM1 to PM2, STAR and IReady. use of the Performance Matters resource to track the progress. Use of the MTSS process will provide support for students who have been identified as need support and students with an IEP, 504 or ELL plan, will have their accommodations implemented.

Person responsible for monitoring outcome

Kimberly Cummings (cummingks@gcpsmail.com)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The evidenced-based strategy used is providing small group and push-in support during classroom activities and differentiated instruction using the iReady Toolbox. Utilization of iReady data will drive interventions and/or enrichment support based on individualized student need. Use of STAR Progress Monitoring to determine additional support needed for all students. The use of data from PM1 and PM2 will be used to support interventions. Weekly review of data derived from Imagine Learning for ELL students identified. Assign a paraprofessional to work with small groups to reinforce standards-based instruction.

Rationale:

iReady Toolbox Intervention Strategies are used to target specific areas of deficiencies for students. This allows teachers to hone in on those deficiencies and modify and/or differentiate the instruction. The iReady Window Diagnostics helps to progress monitoring using a schedule which has been preset. The platform uses adaptive instruction for each student, which supports their individualized needs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Enhance and provide additional support in the classroom to provide opportunities for small group instruction to properly implement differentiated instruction

Person Monitoring:

Kimberly Cummings (cummingk@gcpsmail.com)

By When/Frequency:

: At minimum Quarterly with Leadership Team

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Provide professional learning opportunities to support evidenced-based instructional strategies. 2. Implement ongoing progress monitoring. 3. Bi-weekly meetings, gradually moving to weekly meetings to discuss data and additional support needed. 4. Follow pacing guides created for subject area. 5. Provide opportunities in After-School Program for additional support 6. Teachers will be afforded the opportunity to remain after school for up to one hour to do additional planning for this focus area.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining

how it was identified as a crucial need from the prior year data reviewed.

71% of students scoring below state average for proficiency, students who scored Level 1 or 2. Math proficiency is below state averages. This is a critical area.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-25 school term, West Gadsden Middle School will show an increase in overall Math proficiency from 33% to 38% or higher. Learning gains will improve to 60%, as measured by the state assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

As data is collected through PMI, PMII and other district-based resources, it will be analyzed and shared with teachers and students. Teachers will move student data magnets after each analysis to provide a visual representation of how close we are to reaching our goal of 60%. The Instructional Coach along with district level support will play an intricate role in supporting the teachers and students through the push-in model.

Additionally individualized interventions will be used to assist students with specific skills. Math interventions will be used to assist with math proficiency. Lessons will be used to provide a standards based instructional approach, such as iReady Math, and IXL to increase exposure and remediation. Students will take a baseline, midyear progress monitoring exam and the final monitoring piece will be the results of the FAST PMIII.

Person responsible for monitoring outcome

Kimberly Cummings (cummingsk@gcpsmail.com)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Data analysis Provide small group and push-in interventions during classroom activities using the iReady Toolbox. Utilize iReady data to drive intervention and/or enrichment based on individualized student need. Use Performance Matters data to determine additional support needed for Tier II and Tier III students. Students will have weekly and/or biweekly assessments. After each assessment, it will be determined which standards have been met in order to inform instruction. Additionally students can receive afterschool support/tutoring for help with concepts.

Rationale:

By reviewing and analyzing the data, instructional decisions and adjustments can be made. The student magnets, which will be moved by teachers will serve as visual representation of the learning gains being made. The gift card incentives will be presented for students who show proficiency and learning gains as a motivational tool.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Differentiated Instruction

Person Monitoring:

Shannon Williams (williamssha@gcpsmail.com)

By When/Frequency:

End of Year FAST PM3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Provide professional learning opportunities to support evidenced-based instructional strategies. 2. Implement ongoing progress monitoring. 3. Bi-weekly meetings, gradually moving to weekly meetings to discuss data and additional support needed. 4. Follow pacing guides created for subject area. 5. Provide opportunities in After-School Program for additional support 6. Teachers will be afforded the opportunity to remain after school for up to one hour to do additional planning for this focus area. 7. After-school tutoring and instruction. 8. End of Year FAST PM3

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Science is an academic area critical to post secondary college and career paths. In order for students to be proficient in science, they need the opportunity to be creative problem solvers while applying basic conceptual knowledge. WGMS data historically has been low. Proficiency has been 22% compared to the state average of 49%. The data is consistent with low proficiency in reading.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-25 school term, there will be an improvement in Science proficiency up from 22% to 35%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Implement continuous progress monitoring and use the data to inform instruction.

Use Performance Matters assessment data to determine additional support needed for Tier II and Tier III students.

Use reading comprehension strategies to support comprehension of science strategies.

Person responsible for monitoring outcome

Kimberly Cummings (cummingsk@gcpsmail.com)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Science teachers will meet with the administration and/or instructional coach at twice per week to focus on specific standards, essential questions, higher order questions, tasks/activities as well create standards-based assessments. Administrators will review lesson plans and provide feedback. Administration will conduct continuous walk-through's to ensure that the lessons in the lesson plans are being carried out. Look-fors will be shared with teachers and immediate feedback will be given for highlights and suggestions. Field trips will be planned as related to state standards.

Rationale:

By meeting with teachers at least twice per week, teachers will be able to dig deeper into standards and be able to develop more meaningful and engaging instructional strategies. By taking students on educational trips, they will be able to make real-world connections, which would help to increase comprehension.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

Kimberly Cummings (cummingsk@gcpsmail.com)

By When/Frequency:

At minimum, quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Create PLC calendar to ensure time is protected and Administration is present. 2. Collaborative planning with administrative team. 3. Provide expectations for and model of a Common Board Configuration. 4. Breakdown student data after each diagnostic window is over looking for areas of strength and areas of weaknesses making sure we connect areas of strengths and weaknesses to standards. Provide professional learning opportunities to support evidenced-based instructional strategies. 5. Implement ongoing progress monitoring. 6. Bi-weekly meetings, gradually moving to weekly meetings to discuss data and additional support needed. 6. Provide opportunities in After-School Program for additional support 7. Teachers will be afforded the opportunity to remain after school for up to one hour to do additional planning for this focus area.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

When reviewing ESSA data, the SWD subgroup fell below the 41% threshold. In addition, this subgroup has consistently been below the 41% threshold for more than two years.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

WGMS will increase the federal index from 35% to 41% for the underperforming students in the SWD subgroup.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The underperforming subgroup will adhere to progress monitoring with intervention specific assessments to make adjustments to prescriptive interventions, using their individual accommodations.

Person responsible for monitoring outcome

Kimberly Cummings cummingsk@gcpsmail.com

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction will be used to meet the needs of the underperforming students in this subgroups.

Rationale:

We employ teachers to appropriately address students' various learning needs by implementing the differentiated instruction strategy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Differentiated Instruction

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Enhance and provide additional support in the classrooms to support the use of small group instruction.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Out of schools suspensions and behavior incidents are above state averages.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

School data for the 2023-2024 school year, indicates 107 students with one or more suspensions. By the end of the 2024-2025 school year, there will be a 10% reduction in the number of students with one or more suspensions.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

New steps for documented interventions prior to referral being submitted. Documentation of parent contact. Documentation of verbal warning unless the infraction is a zero tolerance offence.

Person responsible for monitoring outcome

Kimberly Cummings (cummingk@gcpsmail.com) and Shannon Williams williamsha@gcpsmail.com

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Provide restorative practices and other interventions/mentors to work with students and build better relationships.

Rationale:

Implementing additional steps prior to submitting a referral will promote opportunities to increase parent involvement and build better relationships with the student. Change the negative connotation of In-School-Suspension to promote opportunities for students to reform the negative behaviors which have been exhibited.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action Step #1

Social Emotional Learning

Person Monitoring:

Kimberly Cummings (cummingk@gcpsmail.com)

By When/Frequency:

End of the 2024-25 School term

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Redirect student, contact parent and document the behavior; document accommodations provided if applicable 2. Discipline Intervention(ie. Lunch detention etc.), contact parent and document the behavior 3. Assigned Opportunity For Improvement (O.F.I.) Contact parent and advise that next interaction would be Out of School Suspension (Out of School Suspension assigned to all Zero Tolerance Offenses)

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

West Gadsden Middle School will provide various platforms for dissemination of the SIP to stakeholders, students, families, school staff, local businesses and organizations. The plan will be located on the school webpage at <https://wgms.gadssdenschools.org>.

West Gadsden Middle School will conduct a meeting through its Parent University/ Title I Open House to provide stakeholders opportunities to ask questions as it relates to the SIP.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

West Gadsden Middle School will provide full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities will be reviewed for ease of readability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/ELL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish and any acronyms in written correspondence will be identified and explained. Spanish translations will be

provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities.

West Gadsden Middle is a parent friendly school. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. West Gadsden Middle School will make every effort and opportunity to make sure all families participate in parent involvement activities and have access to important resources in a language parents can understand.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

The academic program will be strengthened through intense monitoring by the Administration and Leadership team. -Observations and classroom walk-throughs will be conducted at regular intervals. Immediate feedback will be given to all instructors. -Teachers will plan together during common planning times to create enriched and accelerated lessons to meet the needs of all students. -The areas of focus are reading math, science and culture.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The social and emotional learning platform will be introduced to assist students, which in turn will help increase performance, leading to increased student achievement. -West Gadsden Middle School has a school-based Social Worker and Guidance counselor who are both well versed in the area of Social and Emotional Learning. Professional Learning for the MTSS process will be conducted and implemented with fidelity to support the needs of our students. -West Gadsden Middle School in collaboration with the Gadsden County Sheriff's Department will implement the 10 week DARE program for the 2023-24 school term.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

A School Social Worker is on campus to meet the needs of students in the area of counseling and mental health. The school will secure an online social emotional learning program to be made available for students. The school has a Calming Room designed to assist students when needed.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

West Gadsden Middle School's Accelerated Middle School Program- Students have readily available high school credit courses putting them on track to have the opportunity to become dual enrolled or attend CTE courses to earn post-secondary credits while in high school.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Students will participate in a mentoring program at Tier III. Students will be supported by a teacher and student mentor to ensure success. Students will be given opportunities to alter behavior in school unless the infraction warrants out of school suspensions. Multiple opportunities to self correct will be provided. In-school suspension will take place after verbal warnings and other interventions have been exhausted.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Professional learning will take place as deemed necessary. Teachers will meet at least twice a week to plan together and discuss academic assessments. Teachers will be afforded the opportunity to

take courses needed to be highly qualified. Teacher will receive immediate feedback to make adjustments to move towards being a highly effective teacher. Teachers teaching ELA and Reading will work towards becoming Reading Endorsed if they are not already Reading Endorsed.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

As a CSI school based off of data from the sub-groups who have not made AYP, SWD- three consecutive years, Blacks and whites, we will use the following processes to review school improvement funding allocations to ensure resources are allocated based on need:

1. The school leadership team, led by the principal, will review all relevant student and school data for all subgroups to determine needs and priorities.
2. Principal will coordinate with the office of Academic Services to discuss and verify the school improvement funding allocation and guidelines for the 2024-2025 school year.
3. The School Leadership team in collaboration with all relevant stakeholders, i.e. faculty/staff, parents, students, etc., will develop an action plan and schedule of activities/interventions to address the areas of need.
4. SIP/Schedule of interventions and activities will be implemented and monitored to assess the effectiveness of interventions/services and make modifications as needed based on data.

Expectations:

1. Data Driven Instruction
2. Create a Culture of High Expectations
3. Frequent and Intensive Tutoring
4. After-School Tutoring and Mentoring.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The action steps that will be taken to address the Area of Focus will be as follows:

1. Literacy Leadership:
 - a. Identify the students who scored below a Level 3 on the 2024 FAST assessment
 - b. Disaggregate data from the FAST PMI
 - c. Disaggregate data from the IReady baseline assessment
 - d. Disaggregate data from the STAR baseline assessment
 - e. Triangulate the data to determine the weakest area of focus in literacy
2. Literacy Coach:
 - a. Conduct PL with Impact teachers to create data-driven instructional plans
 - b. Create an Instructional Focus Progress Monitoring Calendar

c. PL on use of Small Groups with fidelity

3. Assessment:

a. Ensure progress monitoring assessments are aligned with the Instructional Focus Calendar and District Pacing Guide

b. Ensure that all assessments are completed by dates of the District and State Assessment Calendar.

4. Professional Learning:

a. Common Planning on West Gadsden's campus allows for Professional Learning to take place with each subject area.

b. Professional Learning will continue throughout the school term focusing on areas which address the Area of Focus, Reading Achievement.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus <i>Salary for Paraprofessionals to support afterschool. Two paraprofessionals x 2 hours p/d x \$20= \$40 per para x 2 = \$80 p/d x 84 days = \$6720.00</i>	Instructional Practice - ELA	5100/150	UNISIG	0.0	6, 720.00
Areas of Focus <i>Custodial Services for after-school building usage. Custodial staff will be paid for two hours (\$15 p/h x 2 = \$30 p/d x 84 days= \$2520.00</i>	Instructional Practice - ELA	5100/160	UNISIG	0.0	2, 520.00
Areas of Focus <i>provide afterschool tutorial(Four days per week and two hours per day, six teachers at \$35 per hour. One Coordinator/Lead Techer of Afterschool three hours per day, four days per week, at \$40 per hour. Teachers x 6 x 2 p/d x \$35 p/h= \$200 per day x 84 days= 35,280. Coordinator \$40 x 3 hrs. p/d= \$120 p/d x 84=\$10,080.</i>	Instructional Practice - ELA	5100/120	UNISIG	0.0	45, 360.00
Areas of Focus <i>FICA benefits for afterschool employees: FICA (\$59,220 X 7.65% = \$4,530.33)</i>	Instructional Practice - ELA	5100/210	UNISIG	0.0	4, 626.72
Areas of Focus <i>School Resource Officer x 2 hours p/d= \$70 p/d x 84 days = \$5,880.00</i>	Instructional Practice - ELA	5100/310	UNISIG	0.0	5, 880.00
Areas of Focus <i>Hire a paraprofessional on a one year temporary basis to support the Push-in/Differentiated Instructional model in ELA classes.</i>	Instructional Practice - ELA	5100/150	UNISIG	0.0	21, 487.50
Areas of Focus <i>IXL for Science Instruction. Supporting resource to reinforce science standards.</i>	Instructional Practice - Science	5100/360	UNISIG	0.0	7, 000.00
Areas of Focus <i>Purchase Math resource IXL to reinforce the math standards-based instruction.</i>	Instructional Practice - Math	5100/360	UNISIG	0.0	4, 200.00
Areas of Focus <i>STEM Day at FAMU, MagLab, Gadsden county Extension Center, Challenger Learning Center and Wonder Works STEM Lab.</i>	Instructional Practice - Science	5100/510	UNISIG	0.0	5, 000.00
Areas of Focus <i>Materials and supplies to include but not limited to chart paper, note pads, pens, pencils, calendars, markers, sticky notes, computer bags, bookbags. (\$1000 x 25 teachers)</i>	Instructional Practice - Math	5100/510	UNISIG	0.0	15, 000.00
Areas of Focus <i>Professional Learning - Building Expertise Annual Conference (Two Administrators and instructional Coach)</i>	ESSA Subgroups - Students With Disabilities (SWD)	6400/330	UNISIG	0.0	10, 000.00
Areas of Focus <i>Professional Learning Building Expertise Annual Conference (Two Administrators and Instructional Coach)</i>	ESSA Subgroups - Students With Disabilities (SWD)	6400/730	UNISIG	0.0	10, 000.00
Areas of Focus <i>Purchase of shirts necessary for the safety and identification on off campus field experiences</i>	Instructional Practice - Science	5100/510	UNISIG	0.0	4, 500.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>and school representations. (350 x \$10 = \$3500 and 40 x 25 = \$1000)</i>					
Areas of Focus	Instructional Practice - ELA	5100/360	UNISIG	0.0	10, 000.00
<i>Imagine Learning resource to assist ELL students and support core instruction. This program will assist students with learning English to help increase comprehension and increase student achievement.</i>					
Areas of Focus	Instructional Practice - ELA	7800/160	UNISIG	0.0	3, 000.00
<i>Transportation costs. To provide transportation for students to take trips to local venues. They will gain pertinent information to help them connect state standards to real-world situations.</i>					
Areas of Focus	Instructional Practice - ELA	5100/150	UNISIG	0.0	10, 000.00
<i>Stipend to teachers who are working towards their Reading endorsement. Any three courses must be completed to receive a stipend of \$500.00.</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/510	UNISIG	0.0	8, 000.00
<i>: Incentives and recognition for student attendance and behavior with rewards such as certificates, trophies, pencils, poppets, spirit shirts, stickers, bracelets, skittles, lollipops, educational games, etc.</i>					
Positive Culture and Environment	Multiple Early Warning Signs	6100/311	UNISIG	0.0	15, 000.00
<i>Sub agreements less than \$25,000.00 for transportation for students maintaining a specified behavior rating and improved attendance for the school year to participate in a scheduled field trip. (2 trips x 4 Charter buses = \$20,000)</i>					
Positive Culture and Environment	Multiple Early Warning Signs	5100/510	UNISIG	0.0	10, 000.00
<i>Students will attend field trip to see science and math exhibits and discover how technology plays a significant role in the development and functions of the rides and electronic exhibits. Students will be afforded the opportunity to see math and science in action enhancing their real-world experiences.</i>					
Positive Culture and Environment	Multiple Early Warning Signs	5100/510	UNISIG	0.0	5, 000.00
<i>Materials and supplies to promote school pride and SGA such as pens, pads, planners, business bags, polo shirts, t-shirts, SGA signs, shirts necessary for safety and identification on off campus field experiences and school representations. The SGA will consist of 15 members. Each will receive three shirts estimated to cost \$1000. Each SGA Officer (5) and sponsors (5) will receive three polo shirts estimated at (\$1000)</i>					
Positive Culture and Environment	Multiple Early Warning Signs	5100/510	UNISIG	0.0	7, 878.91
<i>Motivations Squad to build a positive culture on campus with all grade levels. Purchase t-shirts necessary for safety and identification on off campus field experiences throughout the county as they represent the school, hats socks, shorts, backpacks water bottles and name badges. The quad will consist of up to 10 members from each grade both male and female.</i>					
Plan Budget Total					211, 173.13

Gadsden County Schools

CARTER PARRAMORE ACADEMY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Gadsden County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department’s SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

We are committed to providing a safe and inclusive environment where every student can thrive academically, socially, and emotionally. We believe in providing a well-rounded education that prepares students for the challenges and opportunities of a rapidly changing world.

Provide the school's vision statement

To equip students with the necessary tools and skills to compete in a global society through compassion, guidance, support and academics.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Catina Simmons-Russ

Position Title

School Administrator

Job Duties and Responsibilities

Supervise the operation and management of all activities and functions at the school. Provide instructional leadership and supervision for student achievement. Manage and administer the development, implementation, and assessment of the instructional program. Manage and administer personnel development through training, in-service and other developmental activities.

Leadership Team Member #2

Employee's Name

Jeanne Gunn

Position Title

Guidance Counselor

Job Duties and Responsibilities

Use school counseling research-based standards and competencies to inform the implementation of a comprehensive school counseling framework. Implement a developmentally appropriate school counseling curriculum to all students. Collaborate with teachers, families and other staff on early identification and intervention of children's academic and social-emotional needs. Make referrals to appropriate school and community resources. Work collaboratively with school psychologists, social workers, school nurses, ESE staff and other agencies to provide multi-tiered systems of supports to students and families.

Leadership Team Member #3

Employee's Name

Frances Harrell

Position Title

Office Manager

Job Duties and Responsibilities

Assign duties and supervise work of clerical office personnel. Act as personal secretary to the Principal. Cooperate with students, parents, and peers. Assist the school and District in establishing and maintaining good public relations.

Leadership Team Member #4

Employee's Name

Judith Mandela

Position Title

Teacher

Job Duties and Responsibilities

Plan and prepare lessons and instructional strategies which support the school improvement plan and the District mission. Select, develop, modify, and/or adapt materials and resources which support learning objectives and address students' varying learning styles, backgrounds and special needs. Establish and maintain a positive, collaborative relationship with student's families to increase student achievement.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Carter-Parramore Academy involves stakeholders through the implementation of a School Advisory Council (SAC) with an annual Title 1 meeting, monthly community meetings, and various parent night out activities. School Board policy requires that all schools have an active SAC with the appropriate mix of stakeholders. School Advisory meeting will be held monthly at a time feasible for the committee. The annual Title 1 meeting will be scheduled in September and community meetings held at the Superintendent's discretion. Stakeholder input is recorded through SAC minutes and online parent, student and/or community surveys.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Students will be assessed using classroom assessment data, as well as data from B.E.S.T progress monitoring. B.E.S.T progress monitoring will be administered three times per year, during PM1, PM2 and PM3. At the conclusion of PM1 and PM2, student assessment data will be analyzed by the leadership team to determine if school goals are being achieved and/or of adjustments in staffing and instructional practices/strategies are warranted.

Teachers will be afforded the opportunities to participate in various Professional Learning Communities (PLCs) and District in-service activities.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION 4-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	94.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	BLACK/AFRICAN AMERICAN STUDENTS (BLK)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: MAINTAINING 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							4	6	17	27
One or more suspensions							3	4	18	25
Course failure in English Language Arts (ELA)							1	1	2	4
Course failure in Math							1	0	1	2
Level 1 on statewide ELA assessment							2	5	11	18
Level 1 on statewide Math assessment							2	4	10	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							3	6	17	26

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							1	1	1	3
Students retained two or more times							2	2	7	11

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	17	9	14	7	47
One or more suspensions	14	9	11	4	38
Course failure in English Language Arts (ELA)	2	1	3	0	6
Course failure in Math	0	1	1	2	4
Level 1 on statewide ELA assessment	11	5	4	3	23
Level 1 on statewide Algebra assessment	6	7	7	4	24

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	15	9	13	7	44

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	1	0	0	1	2
Students retained two or more times	2	2	3	4	11

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	4	32	58	0	32	53	6	33	55
ELA Grade 3 Achievement **		45	59		47	56			
ELA Learning Gains	26	46	59				33		
ELA Learning Gains Lowest 25%		49	54						
Math Achievement *	16	37	59	7	33	55	0	39	42
Math Learning Gains	36	50	61				16		
Math Learning Gains Lowest 25%		55	56						
Science Achievement *	6	21	54		20	52	4	33	54
Social Studies Achievement *	0	45	72		38	68	7	43	59
Graduation Rate	12	63	71	49	70	74	57	27	50
Middle School Acceleration		48	71		56	70		46	51
College and Career Readiness		89	54	6	69	53	6	58	70
ELP Progress		57	59		50	55		59	70

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	14%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	100
Total Components for the FPPI	7
Percent Tested	79%
Graduation Rate	12%

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
14%	16%	16%	9%		17%	14%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	15%	Yes	5	5
Economically Disadvantaged Students	15%	Yes	5	5

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	16%	Yes	4	4
Economically Disadvantaged Students	16%	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities				
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	18%	Yes	3	3
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	18%	Yes	3	3

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	4%		26%		16%	36%		6%	0%		12%		
Black/African American Students	5%		28%		19%	38%		0%	0%		12%		
Economically Disadvantaged Students	4%		26%		17%	36%		6%	0%		13%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	0%				7%						49%	6%	
Black/African American Students	0%				11%						48%	6%	
Economically Disadvantaged Students	0%				11%						45%	7%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	6%		33%		0%	16%		4%	7%		57%	6%	
Students With Disabilities													
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	6%		35%		0%	18%		6%	13%		59%	8%	
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	6%		33%		0%	16%		5%	13%		64%	6%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	0%	35%	-35%	53%	-53%
Ela	8	8%	33%	-25%	51%	-43%
Ela	9	0%	33%	-33%	53%	-53%
Math	8	12%	40%	-28%	54%	-42%
Science	8	0%	12%	-12%	45%	-45%
Biology		21%	41%	-20%	67%	-46%
Algebra		20%	26%	-6%	50%	-30%
Ela	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2023-24 WINTER

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2023-24 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		10%	19%	-9%	17%	-7%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2023-24 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
History						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Math proficiency scores increased from seven (7) percent to sixteen (16) percent proficiency and thirty-six (36) percent learning gains. Standards based lessons were consistently implemented, along with bi-monthly progress monitoring by the teacher and administrator.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The state average achievement for Social Studies was at 68% and the District average was at 38%; however, the school's average was at zero (0) %. Contributing factors include, but are not limited to, lack of high performing, experienced and professionally certified teachers, inconsistent progress monitoring of student performance with struggling readers, frequent student transitions into alternative programs, and poor student attendance.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The school's graduation rate declined from forty-nine (49) percent in 2023 to twelve (12) percent in 2024. Contributing factors include, but are not limited to lack of high performing, experienced and professionally certified teachers, inconsistent progress monitoring of student performance with struggling readers, frequent student transitions into alternative programs, and poor student attendance.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The state average for Social Studies was at 68%; however, the school's average was at zero (0) %. Contributing factors include, but are not limited to lack of high performing, experienced and professionally certified teachers, inconsistent progress monitoring of student performance with struggling readers, frequent student transitions into alternative programs, and poor student

attendance. More than 50% of the student have substantial reading deficiencies and struggle with reading comprehension and have severely poor attendance and less than ten students were tested in the area of Social Studies.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Poor student attendance coupled with the number of out of school suspensions.
2. Students with substantial reading deficiencies.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase the percentage of students scoring at proficiency in all assessed academic areas (ELA, Math, Science, Civics, U.S. History).
2. Increase the percentage of students graduation ready by grade 10.
3. Reduce the percentage of unexcused student absences.
4. Reduce the number of out of school suspensions.
5. Expand the number of parents/guardians engaged in the school community.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

More than 50% of students have significant reading deficiencies. Differentiating instruction and intensive intervention aligned to the state standards are needed to improve student achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase ELA proficiency from 4% to 10% and learning gains from 26% to 35% for the 2024-25 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Weekly analysis of progress monitoring of data to inform instruction.

Person responsible for monitoring outcome

Catina Simmons-Russ

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Edgenuity, IReady, and Achieve 3000 online platforms will be used as supplements to the core curriculum for reading.

Rationale:

Edgenuity platform will be utilized to provide differentiated learning opportunities for students. Small group instruction will allow students to engage in grade-level text with teacher support to facilitate comprehension. I-Ready will be used to monitor student progress on essential reading skills. Achieve

3000 will allow students additional reading practice at their individual reading levels. As students show mastery, the program will increase rigor and increase student's reading Lexile levels.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional development and training on the Achieve 3000, I-Ready, and Edgenuity platforms.

Person Monitoring:

Catina Simmons-Russ

By When/Frequency:

Training opportunities will be provided by 12/20/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional development on the implementation of Edgenuity to supplement face-to-face instruction.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Many students in the alternative setting fail to understand diverse perspectives and respect for others through citizenship education, history/social science education, and problem-solving skills. Differentiating instruction and intensive intervention aligned to the state standards are needed to increase student achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

There was zero (0) percent of students scoring at proficiency in the area of Social Studies. The goal is to increase proficiency from zero (0) percent to ten (10) percent for the 2024-25 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Weekly analysis of progress monitoring and data collection to inform instruction.

Person responsible for monitoring outcome

Catina Simmons-Russ

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The Edgenuity and Achieve 3000 online platforms will be used to supplement the core curriculum for Social Studies.

Rationale:

Edgenuity will be used to provide differentiated learning opportunities for students. Small group instruction will allow students to engage in grade-level texts with the teacher as a support facilitator for comprehension. Achieve 3000 will allow students additional reading practice with high-interest current events at their individual reading levels. Rigor will increase as student master each level.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional development on the implementation of Edgenuity and Achieve 3000 to supplement face-to-face instruction.

Person Monitoring:

Catina Simmons-Russ

By When/Frequency:

Training opportunities will be provided by 12/2/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional development on the implementation of Edgenuity and Achieve 3000 to supplement face-to-face instruction. Reports will be analyzed bi-monthly by the teacher and administrator.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Seventy-eight (78) percent of students' Average Daily attendance falls below 90%. There is a direct correlation between student attendance and achievement Higher attendance rates lead to improved academic performance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

School will decrease the number of students with average daily attendance less than ninety (90) percent by twenty-five (25) percent.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The teacher will review student attendance weekly and contact parents for students who have more than two unexcused absences in a week. Parents of students who miss three consecutive days will be contacted by the School Social Worker. Students who miss five days within a marking period will be referred to the Attendance Intervention Team.

Person responsible for monitoring outcome

Constance Wilson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The teacher will review student attendance weekly and contact parents for students who have more than two unexcused absences in a week. Parents of students who miss three consecutive days will be contacted by the School Social Worker. Students who miss five days within a marking period will be referred to the Attendance Intervention Team.

Rationale:

There is a direct correlation between student attendance and achievement. Higher attendance rates lead to improved academic performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action Step #1

Quarterly Attendance Celebrations will be conducted for students who have an average daily attendance of 90% or higher.

Person Monitoring:

Jeanne Gunn

By When/Frequency:

At the end of each grading period

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly attendance will be monitored by the School Social Worker and/or the Guidance Counselor. Weekly reports will be submitted to the District's Attendance Office as well.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The plan will be shared with stakeholders at quarterly informational meetings, along with corresponding progress monitoring data. Parents will have an opportunity to ask questions and provide input.

A copy of the plan will remain posted on the school website for review. A copy of the plan will be provided to the stakeholders upon request.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

School Flyers

Parent/teacher conferences

Superintendent's Community Meeting Initiative

Focus messaging system along with email, telephone calls, and letters to parents.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

Faculty meetings, PLC and collaborative planning time with teachers led by the principal.
Small group teacher led instruction
Utilize the core curriculum with fidelity.
Opportunities for students to earn industry certification.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Collaborative partnership agreement with Gadsden Technical College to provide adult education programs geared focused on industry certification for students.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Counseling and mentoring services are provided based on student needs in collaboration with outside community agencies.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Post secondary readiness planning meetings with the school counselor, students and parents to discussion postsecondary opportunities.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

School will attempt to implement a school-wide PBIS framework.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Early Release Days are incorporated into the school district's calendar to provide professional development for faculty and staff based on their individual needs assessment.

Teacher and Leadership Academies were conducted through the Office of Professional Learning to build capacity based on needs assessment.

Partnership with the Panhandle Area Education Consortium (PAEC) to provide additional professional development opportunities that teacher's may self-select.

District teacher recruitment/retention bonus program.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Not Applicable

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Step 1: The school leadership team, led by the principal, will review all relevant student and school data for all subgroups to determine needs and priorities.

Step 2: Principal will coordinate with the office of Academic Services to discuss and verify the school improvement funding allocation and guidelines for the 2023-2024 school year.

Step 3: The School Leadership team in collaboration with all relevant stakeholders, i.e. faculty/staff, parents, students, community, etc. will develop an action plan and schedule of activities/interventions to address the areas of need.

Step 4: SIP/Schedule of interventions and activities will be implemented and monitored to assess the effectiveness of interventions/services and make modifications as needed based on data.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The teachers will utilize the Edgenuity, IReady and Achieve3000 platforms to supplement core curriculum to help increase ELA and math proficiency by the end of the 2024-25 school year. ELA proficiency was at 4%, previously 0% and math proficiency was at 16%, previously 7%. In-service training will be offered by December 2024.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	6400/310	UNISIG	0.0	35,000.00
<i>Contract services to provide professional development to teachers on curriculum, lesson plan development and instructional scope and sequence</i>					
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	6400/120	UNISIG	0.0	10,080.00
<i>Teachers of ELA, Math, Science, and Social Studies will be compensated two days a week (one hour each day), Monday-Thursday to plan weekly standards-based instruction and intervention at \$35/hr beyond their regular contracted hours (8 teachers x 2 hours x 18 weeks x \$35/hr)</i>					
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	5100/510	UNISIG	0.0	4,920.00
<i>Instructional material such as copy paper, pens, pencils, printer cartridges, composition notebooks, binders, highlighters, etc.</i>					
Areas of Focus	Instructional Practice - Social Studies	6400/210	UNISIG	0.0	10,000.00
<i>Contract services to provide professional development to teachers on curriculum, lesson plan development and instructional scope and sequence</i>					
Positive Culture and Environment	Student Attendance	5100/	UNISIG	0.0	10,000.00
<i>Student incentives for attendance, field trips and supplies.</i>					
Positive Culture and Environment	Student Attendance	6150/510	UNISIG	0.0	5,000.00
<i>Materials, Supplies, to promote parent attendance and participation. Parents will attend 4 parent nights throughout the year for information on B.E.S.T standards, understanding student data and grade level requirements, progress monitoring, and make and take nights to promote learning at home and school.</i>					
Positive Culture and Environment	Student Attendance	5100/510	UNISIG	0.0	10,000.00
<i>Purchase a curriculum that teaches character development and decision-making to develop positive life habits.</i>					
Positive Culture and Environment	Student Attendance	6300/311	UNISIG	0.0	10,000.00
<i>Contracted Services for behavior support during the regular school day to support students exhibiting behaviors that harmful to themselves and others</i>					
Plan Budget Total					95,000.00

Gadsden County Schools

GADSDEN CENTRAL ACADEMY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Gadsden County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department’s SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

We are committed to providing a safe and inclusive environment where every student can thrive academically, socially, and emotionally. We believe in providing a well-rounded education that prepares students for the challenges and opportunities of a rapidly changing world.

Provide the school's vision statement

To equip students with the necessary tools and skills to compete in a global society through compassion, guidance, support and academics.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Catina Simmons-Russ

Position Title

School Administrator

Job Duties and Responsibilities

Supervise the operation and management of all activities and functions at the school. Provide instructional leadership and supervision for student achievement. Manage and administer the development, implementation, and assessment of the instructional program. Manage and administer personnel development through training, in-service and other developmental activities.

Leadership Team Member #3

Employee's Name

Jeanne Gunn

Position Title

Guidance Counselor

Job Duties and Responsibilities

Use school counseling research-based standards and competencies to inform the implementation of a comprehensive school counseling framework. Implement a developmentally appropriate school counseling curriculum to all students. Collaborate with teachers, families and other staff on early identification and intervention of children's academic and social-emotional needs. Make referrals to appropriate school and community resources. Work collaboratively with school psychologists, social workers, school nurses, ESE staff and other agencies to provide multi-tiered systems of supports to students and families.

Leadership Team Member #4

Employee's Name

Frances Harrell

Position Title

Office Manager

Job Duties and Responsibilities

Assign duties and supervise work of clerical office personnel. Act as personal secretary to the Principal. Cooperate with students, parents, and peers. Assist the school and District in establishing and maintaining good public relations.

Leadership Team Member #5

Employee's Name

Randall Estelle

Position Title

ESE Teacher

Job Duties and Responsibilities

Plan and prepare lessons and instructional strategies which support the school improvement plan and the District mission. Select, develop, modify, and/or adapt materials and resources which support

learning objectives and address students' varying learning styles, backgrounds and special needs. Establish and maintain a positive, collaborative relationship with student's families to increase student achievement.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Gadsden Central Academy involves stakeholders through the implementation of a School Advisory Council (SAC) with an annual Title 1 meeting, monthly community meetings, and various parent night out activities. School Board policy requires that all schools have an active SAC with the appropriate mix of stakeholders. School Advisory meeting will be held monthly at a time feasible for the committee. The annual Title 1 meeting will be scheduled in September and community meetings held at the Superintendent's discretion. Stakeholder input is recorded through SAC minutes and online parent, student and/or community surveys.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Students will be assessed using classroom assessment data, as well as data from B.E.S.T progress monitoring, along with Alternative Assessment data. B.E.S.T progress monitoring will be administered three times per year, during PM1, PM2 and PM3. At the conclusion of PM1 and PM2, student assessment data will be analyzed by the leadership team to determine if school goals are being achieved and/or of adjustments in staffing and instructional practices/strategies are warranted.

Teachers will be afforded the opportunities to participate in various Professional Learning Communities (PLCs) and District in-service activities.

D. Demographic Data

2024-25 STATUS
(PER MSID FILE)

ACTIVE

SCHOOL TYPE AND GRADES SERVED
(PER MSID FILE)

COMBINATION
KG-12

PRIMARY SERVICE TYPE
(PER MSID FILE)

SPECIAL EDUCATION

2023-24 TITLE I SCHOOL STATUS

YES

2023-24 MINORITY RATE

92.0%

2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE

100.0%

CHARTER SCHOOL

NO

RAISE SCHOOL

NO

2023-24 ESSA IDENTIFICATION

CSI

**UPDATED AS OF 7/25/2024*

ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT
(UNISIG)

2023-24 ESSA SUBGROUPS REPRESENTED
(SUBGROUPS WITH 10 OR MORE STUDENTS)
(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE
IDENTIFIED WITH AN ASTERISK)

STUDENTS WITH DISABILITIES
(SWD)*

BLACK/AFRICAN AMERICAN
STUDENTS (BLK)*
ECONOMICALLY DISADVANTAGED
STUDENTS (FRL)*

SCHOOL GRADES HISTORY

**2022-23 SCHOOL GRADES WILL SERVE AS AN
INFORMATIONAL BASELINE.*

2023-24:

2022-23: *

2021-22: UNSATISFACTORY

2020-21:

2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days				1	2	4	2	4	4	17
One or more suspensions				1	2	4	2	3	4	16
Course failure in English Language Arts (ELA)				0	0	4	2	3	3	12
Course failure in Math				0	1	0	0	0	0	1
Level 1 on statewide ELA assessment				1	2	4	2	4	4	17
Level 1 on statewide Math assessment				1	2	4	2	4	4	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators				1	2	4	2	3	4	16

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year				0	0	0	0	0	0	0
Students retained two or more times				0	0	2	0	0	0	2

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	2	5	0		7
One or more suspensions	2	5	0		7
Course failure in English Language Arts (ELA)	0	3	0		3
Course failure in Math	0	1	0		1
Level 1 on statewide ELA assessment	2	5	0		7
Level 1 on statewide Algebra assessment	2	4	0		6

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	2	5	0		7

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	1	2	0		3
Students retained two or more times	1	4	0		5

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	0	32	58	16	32	53	8	33	55
ELA Grade 3 Achievement **		45	59		47	56			
ELA Learning Gains		46	59						
ELA Learning Gains Lowest 25%		49	54						
Math Achievement *	0	37	59	19	33	55	8	39	42
Math Learning Gains		50	61						
Math Learning Gains Lowest 25%		55	56						
Science Achievement *		21	54		20	52		33	54
Social Studies Achievement *		45	72		38	68		43	59
Graduation Rate		63	71		70	74		27	50
Middle School Acceleration		48	71		56	70		46	51
College and Career Readiness		89	54		69	53		58	70
ELP Progress		57	59		50	55		59	70

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	0%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	0
Total Components for the FPPI	2
Percent Tested	79%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
0%	18%	8%	6%		6%	12%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	0%	Yes	5	5
Black/African American Students	0%	Yes	2	2
Economically Disadvantaged Students	0%	Yes	2	2

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	25%	Yes	4	4
Black/African American Students	18%	Yes	1	1
Economically Disadvantaged Students	20%	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	10%	Yes	3	3
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students				

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	0%				0%								
Students With Disabilities	0%				0%								
Black/African American Students	0%				0%								
Economically Disadvantaged Students	0%				0%								

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	16%				19%								
Students With Disabilities	25%												
Black/African American Students	18%												
Economically Disadvantaged Students	20%												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	8%				8%								
Students With Disabilities	10%				10%								
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students													

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Ela	3					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Ela	4					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Ela	5					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Ela	6					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Ela	7					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Ela	8					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Ela	9					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Math	3					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Math	4					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Math	5					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Math	6					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Math	7					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Math	8					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Science	5					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Science	8					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Civics						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Biology						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Geometry						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
History						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

There was zero (0)% growth in math nor ELA.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA achievement continues to be the lowest performing content area. Contributing facts include but are not limited to 100% of students with disabilities, lack of high performing, experienced and professionally certified teachers, inconsistent progress monitoring of student performance and interventions for struggling readers.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA and math achievement remained the same at zero (0) percent. Contributing facts include but are not limited to 100% of students with disabilities, lack of high performing, experienced and professionally certified teachers, inconsistent progress monitoring of student performance and interventions for struggling readers.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Both ELA and math achievement showed the greatest gap when compared to the state average, with 58% and 59% respectively. Contributing facts include but are not limited to lack of high performing, experienced and professionally teachers and inconsistent progress monitoring of student performance and interventions for struggling readers, along with poor student attendance. More than 75% of the students have substantial reading deficiencies and struggle with reading comprehension and literary analysis of grade level text. Student also struggle with basic math concepts.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students with substantial reading and math deficiencies and excessive absenteeism.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Decreasing student reading deficiencies.
2. Decreasing student math deficiencies.
3. Reducing chronic absenteeism.
4. Reducing out of school suspensions.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

100% of the students with disabilities (SWD) have significant reading deficiencies. When students have significant reading difficulties, it can affect a student's ability to read and understand what they read. Based on the most recent test data, 19% of students were proficient in reading in 2023; however, that number decreased to 0% in 2024.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

0% of student scored proficient on the B.E.S.T assessment during the 2023-24 administration of the test. The school's objective will be to Increase ELA Learning Gains by 10% by the end of the 2024-25 school term.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Each student's Individual Educational Plan (I.E.P) will reviewed and analyzed to determine best practices for educating the child, along with identifying appropriate resources and supports for learning. Bi-monthly PLCs will be conducted to analyze progress monitoring data utilized to inform instruction. This process will afford the teacher an opportunity to remediate and adjust instruction as needed.

Person responsible for monitoring outcome

Catina Simmons-Russ/ Kecia Payton

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

Small group and/or differentiated instruction will occur at least 2 times per week for all grade levels. Elementary students will complete a minimum of 45 minutes per week of I-Ready reading and math. Students will be exposed to the online platform IXL for remediation and additional supports.

Rationale:

Small group instruction will provide students an opportunity to engage with grade level text with teacher support that will facilitate comprehension. Student will benefit from I-Ready independent comprehension and/or vocabulary lessons, along with IXL.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Ongoing progress monitoring of student data.

Person Monitoring:

Teachers

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will be required to submit data to the administration weekly, indicating student progress.

Action Step #2

Annual review of student I.E. Ps to update specific learning goals and objectives for each student.

Person Monitoring:

Kecia Payton - ESE Coordinator

By When/Frequency:

Annually

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The teacher will work with the I.E.P team and the parent to review and update each student's I.E.P. I.E.Ps will be monitored for completion and compliance monthly during PLCs with the administration.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Students at Gadsden Central Academy have significant learning disabilities as identified in their

I.E.Ps due to medical diagnoses, such as ADD, ADHD, ODD, etc. Keeping them engaged in the classroom is often a difficult task for teachers. When students are not engaged, very little learning or attention to details are taking place.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

More than 30% of the students were retained one or more years. 3 out of 24 students were retained in 2023-24. The goal this year is to promote 100% of students to the next grade level.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student progress monitoring data will be reviewed bi-monthly during PLC and the mid-point progress report and at the end of each grading period. This will determine if students are on track to maintain a passing grade at the end of each grading period.

Person responsible for monitoring outcome

Teachers and Guidance Counselor

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Explicit instruction Involves more teacher-student interaction, including opportunities for students to practice and receive feedback. Intensive instruction should take place three to five times a week for 20 to 40 minutes.

Rationale:

Students will benefit from more explicit instruction that affords them the opportunity to ask questions, make predictions and connections to the text.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Develop an intervention plan.

Person Monitoring:
Catina Simmons-Russ

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop an intervention plan that includes a goal, intervention strategy, timeline, and progress monitoring method.

Action Step #2
Provide therapy

Person Monitoring:
Catina Simmons-Russ or Social Worker

By When/Frequency:
By the end of the 2024-25 school term/ As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide Behavior Therapy, Cognitive Behavioral Therapy for anxiety, Music Therapy, Eye Movement Desensitization and Reprocessing (EMDR) Anxiety, Depression, and Trauma/PTSD, Group Interventions, Holistic Approaches and/or Parent Training as appropriate

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

More than 75% of the students assigned to Gadsden Central experience significant behavior problems, largely due to their exceptionalities, and were suspended one or more times. Students who are suspended out of school lose valuable instructional time, which negatively impact their learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

More than 75% of the students assigned to Gadsden Central experience significant behavior problems, largely due to their exceptionalities, and were suspended one or more times. The school's goal is to reduce the number of out of school suspensions by 25% by the end of the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

A Positive Behavior Intervention System (PBIS) will be developed and/or implemented to help manage student behaviors. Teachers and Paraprofessionals will work closely with students to identify areas of concerns and praiseworthy acts to correct or reward behaviors appropriately on a daily basis. Weekly behavior data will be analyzed during PLC.

Person responsible for monitoring outcome

Administration, ESE Coordinator, Social Worker

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

A Positive Behavior Intervention System (PBIS) will be developed and/or implemented to help manage student behaviors. Teachers and Paraprofessionals will work closely with students to identify areas of concerns and praiseworthy acts to correct or reward behaviors appropriately on a daily basis. Weekly behavior data will be analyzed during PLC.

Rationale:

More than 75% of the students assigned to Gadsden Central experience significant behavior problems, largely due to their exceptionalities, and were suspended one or more times.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS

Person Monitoring:

Catina Simmons-Russ

By When/Frequency:

November 2024\weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Identify and purchase and effective PBIS service, along with training for teachers and staff to be monitored weekly by the administration during walk-throughs. Students will receive incentives and supports for positive behaviors.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The plan will be shared with stakeholders at quarterly informational meetings, along with corresponding progress monitoring data. Parents will have an opportunity to ask questions and provide input.

A copy of the plan will remain posted on the school website for review. A copy of the plan will be provided to the stakeholders upon request.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

School Flyers

Parent/teacher conferences

Superintendent's Community Meeting Initiative

Focus messaging system along with email, telephone calls, and letters to parents.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include

the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

Faculty meetings, PLC and collaborative planning time with teachers led by the principal.

Small group teacher led instruction

Utilize the core curriculum with fidelity.

Opportunities for students to earn industry certification.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Collaborative partnership agreement with Gadsden Technical College to provide adult education programs geared focused on industry certification for students.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Counseling and mentoring services are provided based on student needs in collaboration with outside community agencies.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Post secondary readiness planning meetings with the I.E.P team, students and parents to discussion postsecondary goals and opportunities.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

School will attempt to implement a school-wide PBIS framework.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Early Release Days are incorporated into the school district's calendar to provide professional development for faculty and staff based on their individual needs assessment.

Teacher and Leadership Academies were conducted through the Office of Professional Learning to build capacity based on needs assessment.

Partnership with the Panhandle Area Education Consortium (PAEC) to provide additional professional development opportunities that teacher's may self-select.

District teacher recruitment/retention bonus program.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Not applicable

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Step 1: The school leadership team, led by the principal, will review all relevant student and school data for all subgroups to determine needs and priorities.

Step 2: Principal will coordinate with the office of Academic Services to discuss and verify the school improvement funding allocation and guidelines for the 2024-2025 school year.

Step 3: The School Leadership team in collaboration with all relevant stakeholders, i.e. faculty/staff, parents, students, community, etc. will develop an action plan and schedule of activities/interventions to address the areas of need.

Step 4: SIP/Schedule of interventions and activities will be implemented and monitored to assess the effectiveness of interventions/services and make modifications as needed based on data.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The teachers will utilize the IReady, IXL and Achieve3000 platforms to supplement core curriculum to help increase ELA and math proficiency by the end of the 2024-25 school year.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	Instructional Practice - Student Engagement <i>Contracted services for behavior support during the regular school day that will facilitate learning and support students exhibiting harmful behaviors towards themselves and others. Provide incentives, such as field trips, classroom tokens, motivational supplies, parent training.</i>	6300/311	UNISIG	0.0	15,000.00
Areas of Focus	Instructional Practice - Benchmark-aligned instruction <i>ELA, Math, Science, and Social Studies teachers will be compensated two days per week (one hour each day), to plan weekly standards-based lessons and interventions at \$35/hr beyond the regular school contracted hours.</i>	6400/120	UNISIG	0.0	10,000.00
Areas of Focus	Instructional Practice - Benchmark-aligned instruction <i>Instructional materials, such as copy paper, pens, pencils, printer cartridges, composition notebooks, binders, highlighted pencils, chart paper, folders, markers, etc.</i>	5100/810	UNISIG	0.0	15,000.00
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS) <i>Instructional materials, such as copy paper, pens, pencils, printer cartridges, composition notebooks, binders, highlighted pencils, chart paper, folders, markers, manipulatives, educational games, motivational posters, incentives, field trips, educational literature for parents to promote parent attendance and participation. Parents will be invited to four Parent Evening events to receive information on B.E.S.T standards, I.E.P's, understanding student data, progress monitoring, grade level and graduation requirements.</i>	6150/510	UNISIG	0.0	15,000.00
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS) <i>Purchase a curriculum that teaches character development and decision-making skills to advocate for themselves and develop positive life habits to empower students with disabilities to communicate their preferences, strengths, and interests as they prepare for transition into life after high school and beyond.</i>	5100/510	UNISIG	0.0	10,000.00
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS) <i>Contracted services for behavior support during the regular school day that will facilitate learning and support students exhibiting harmful behaviors towards themselves and others.</i>	6300/311	UNISIG	0.0	30,000.00
Plan Budget Total					95,000.00