

AGENDA

REGULAR SCHOOL BOARD MEETING

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

July 24, 2018

Immediately Following Tentative Budget Hearing at 6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS

ITEMS FOR CONSENT

5. REVIEW OF MINUTES – **SEE ATTACHMENT**
 - a. June 26, 2018, 4:30 p.m. – School Board Workshop
 - b. June 26, 2018, 6:00 p.m. – Regular School Board Meeting
 - c. July 10, 2018, 6:00 p.m. – Special School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.
6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #5**
 - a. Personnel 2017 – 2018

ACTION REQUESTED: The Superintendent recommends approval.
 - b. Personnel 2018 – 2019

ACTION REQUESTED: The Superintendent recommends approval.
7. AGREEMENT/CONTRACT/PROJECT APPLICATIONS
 - a. Purchase Orders – **SEE PAGE #8**

Fund Source: General Fund 1100 Fund
Amount: \$398,535.33

ACTION REQUESTED: The Superintendent recommends approval.

- b. Approval of Agreement with Lamier Technical Services – **SEE PAGE #49**
 Fund Source: Federal
 Amount: \$66,000.00
 ACTION REQUESTED: The Superintendent recommends approval.
- c. Agreement Between Cumberland Therapy Services, LLC and Gadsden County School Board – **SEE PAGE #54**
 Fund Source: IDEA
 Amount: \$61.00 per hour
 ACTION REQUESTED: The Superintendent recommends approval.
- d. Contracted Music Therapy with Hakeem Leonard, MT-BC of Healing Hearts **SEE PAGE #60**
 Fund Source: IDEA
 Amount: \$25,000.00
 ACTION REQUESTED: The Superintendent recommends approval.
- e. Memorandum of Understanding – Elder Care Services Foster Grandparent Program and Gadsden County School Board – **SEE PAGE #64**
 Fund Source: IDEA – Federal Funded
 Amount: \$58,800.00 for ten months (\$5,880.00 per month)
 \$6,000.00 for ten months (\$600.00 per month)
 ACTION REQUESTED: The Superintendent recommends approval.
- f. Vision Services for Exception Students – **SEE PAGE #70**
 Fund Source: FEFP Dollars
 Amount: \$25,000.00 (est.)
 ACTION REQUESTED: The Superintendent recommends approval.
- g. Gadsden County School District’s Mental Health Allocation Plan **SEE PAGE #82**
 Fund Source: Safe School Mental Health Assistance Allocation
 Amount: \$207,536.00
 ACTION REQUESTED: The Superintendent recommends approval.
- h. Crossroad Academy Charter School’s Mental Health Allocation Plan **SEE PAGE #102**
 Fund Source: Safe School Mental Health Assistance Allocation
 Amount: \$27,000.00
 ACTION REQUESTED: The Superintendent recommends approval.

- i. Gadsden County School Head Start Program 2018 – 2019 Refunding Application, Transportation Waiver, and Program Improvement Plan **SEE PAGE #116**
 Fund Source: Head Start
 Amount: \$2,180,768.00
 ACTION REQUESTED: The Superintendent recommends approval.
- j. Special Programs and Procedures for Exceptional Student Education\ **SEE PAGE #208**
 Fund Source: IDEA
 Amount: N/A
 ACTION REQUESTED: The Superintendent recommends approval.
- 8. **STUDENT MATTERS – SEE ATTACHMENT**
 - a. Student Expulsion – See back-up material
 CASE #117-1718-0051
 ACTION REQUESTED: The Superintendent recommends approval.
- 9. **SCHOOL FACILITY/PROPERTY**
 - a. Stewart Street Elementary School Cafeteria AC Unit – **SEE PAGE #342**
 Fund Source: 410 Fund
 Amount: \$137,892.00
 ACTION REQUESTED: The Superintendent recommends approval.
 - b. Licensure Agreement Between Gadsden County Public Schools and Dude Solutions – **SEE PAGE #346**
 Fund Source: 110 Fund
 Amount: \$8,048.25
 ACTION REQUESTED: The Superintendent recommends approval.
 - c. Request to Delete from Capital Assets and Sale via Auction or Salvage **SEE PAGE #348**
 Fund Source: Applicable Funds
 Amount: \$229,953.00
 ACTION REQUESTED: The Superintendent recommends approval.
 - d. Request to Delete and Dispose from Capital Assets – Furniture, Fixtures and Equipment and Sale via Auction or Recycling Co. – **SEE PAGE #357**
 Fund Source: All Funds
 Amount: \$504,781.59
 ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ISSUES

- a. 2018 – 2019 Controlled Open Enrollment Plan – **SEE PAGE #476**
Fund Source: N/A
Amount: Fiscal Impact Undetermined – based upon parent choice
ACTION REQUESTED: The Superintendent recommends approval.
- b. 2018 – 2019 Gadsden County’s Virtual Instruction Program Guidelines
SEE PAGE #484
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
- c. Approval of 2018 – 2019 Code of Student Conduct – **SEE PAGE #508**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

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

THE SCHOOL BOARD OF GADSDEN COUNTY



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

Roger P. Milton
Superintendent
 miltonr@gcpsmail.com

"Putting Children First"

July 24, 2018

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

Dear School Board Members:

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

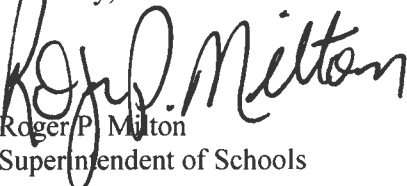
Item 6A Instructional and Non-Instructional Personnel 2017-2018

Item 6B Instructional and Non-Instructional Personnel 2018-2019

The following reflects the total number of full-time employees in this school district for the 2018-2019 school term, as of July 24, 2018.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees July 2018</u>
Classroom Teachers and Other Certified	120 & 130	330.00
Administrators	110	39.00
Non-Instructional	150, 160, & 170	344.00
		<u>713.00</u>

Sincerely,


 Roger P. Milton
 Superintendent of Schools

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

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

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

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

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

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

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2017/2018**RESIGNATION**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Farmer, Claudette	GCHS	Teacher	06/26/2018
Kolhagen, Angela	HMS	Teacher	06/26/2018
Kunkler, Patricia	GEMS	Teacher	06/28/2018
Leath, Kimberly	CES	Teacher	06/05/2018
Pridgen, Mercedes	GCHS	Teacher	06/19/2018
Thomas, Sheena	GWM	Teacher	06/26/2018

AGENDA ITEM 6B, INSTRUCTIONAL AND NON INSTRUCTIONAL 2018/2019**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Gurley, Anita	GWM	Teacher	08/06/2018
Harmon, Ashleigh	CES	Teacher	08/06/2018
Love, Taronda	SSES	Teacher	08/06/2018
Williams, Adrian	HMS	Teacher	08/06/2018
Wright, De'Quan	GEMS	Teacher	08/06/2018

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Commodre, Kyle	Maintenance	Groundskeeper	07/10/2018
Griffin, Beverly	CES	Education Paraprofessional	08/06/2018
Kelly-Brown, Lucille	Head Start Quincy Area 3's	Education Paraprofessional	08/06/2018
Jimenez, Yessenia	SSES	Education Paraprofessional	08/06/2018
Jones, Pamela	GCHS	Principal	07/02/2018
Raynak, Rose	District	Area Director, Federal Programs	07/02/2018
Robinson, Bryan	SSES	Custodial Assistant	07/30/2018
Sanders, Valorie	GBES	Office Manager	07/16/2018
Scott, Natasha	Head Start	Program Assistant	08/06/2018
Stokes, Maurice	JASMS	Principal	07/02/2018
Street, Dana	Head Start	Hippy Coordinator	08/23/2018
Thomas, Laverne	SSES	Education Paraprofessional	08/06/2018
Watson, Tiffany	Head Start Quincy Area 3's	Education Paraprofessional	08/06/2018

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Bradley, Christine	GCHS	Teacher	07/18/2018
Bittle, Yvette	GWM	SFS Worker	07/09/2018
Coxwell, Stephanie	HMS	Teacher	07/17/2018
Edwards, Shavon	JASMS	Teacher	07/09/2018
High, Brianna	SSES	Teacher	07/15/2018
Jones, Antionette	CES	Teacher	07/05/2018
Kindell, Andrea	GWM	Teacher	07/05/2018
Nelson, Megan	JASMS	Teacher	07/16/2018
Perry, Emily	HMS	Teacher	07/17/2018
Smith, Christina	JASMS	Teacher	07/16/2018
Stephens, Gabriel	GCHS	Teacher	07/17/2018
Wilson, Shironda	SSES	Teacher	08/01/2018

D.R.O.P RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Hall, Brenda	GBES	Office Manager	08/30/2018
Stauffer, Tommee	HMS	Secretary	08/31/2018

TRANSFERS

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Baker, Sharita	GCHS/Teacher	GWM/Teacher	08/06/2018
Bailey, Deborah	GCHS/teacher	GWM/Guidance Counselor	08/06/2018
Bryant, Pamela	HMS/Teacher	Head Start/Teacher	08/06/2018
Green, Priscilla	SSES/Custodial Assistant	JASMS/Custodial Assistant	07/30/2018
Hairston, Tunisia	GCA/Teacher	GWM/Teacher	08/06/2018
Starks, Shalanda	Quincy Area 3's/Education Para.	GWM/Education Paraprofessional	08/06/2018
Washington, Ruby	Quincy Area 3's/Education Para.	GBES/Education Paraprofessional	08/09/2018

INSTRUCTIONAL

ANNUAL

Howard, Darrell X.

Parrish, Charles

Sheals, Maurice

Williams, Omeka

NON INSTRUCTIONAL

PERMANENT

SFS WORKER

Sanders, Sylvia

NON INSTRUCTIONAL

ANNUAL

CUSTODIAL ASST.

Green, Priscilla

BUS AIDE

ANNUAL

Brown, Frances

PERMANENT

Brown, Linzell

Dudley, Zack

Kenon, David

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: July 24, 2018

TITLE OF AGENDA ITEMS: Purchase Orders

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: In accordance with Board Policy 6320 Purchasing and Contracting for Goods and Services that requires Board action, Board approval is requested for purchases in excess of \$15,000 to the Florida School Book Depository.

FUND SOURCE: General Fund 1100 Fund

AMOUNT: \$398,535.33

PREPARED BY: Bonnie Wood

POSITION: Finance Director

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900022

PRINTED 07/19/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001580

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 GADSDEN COUNTY HIGH SCHOOL
 27001 BLUE STAR HIGHWAY
 HAVANA, FL 32333

ATTN: Pamela Jones

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
178	EA	851900 HMH Biology	118.15000	21,030.70
77	EA	851900 HMH Biology		
4		851941 HMH Biology TE	346.65000	1,386.60
2	EA	851941 HMH Biology TE		
178	EA	853190 HMH Modern Chemistry	117.85000	20,977.30
77	EA	853190 HMH Modern Chemistry		
4	EA	853231 HMH Chemistry Teacher Resource Package	346.65000	1,386.60
2	EA	853231 HMH Chemistry Teacher Resource Package		
168	EA	855761 HMH Environmental Science	99.95000	16,791.60
72	EA	855761 HMH Environmental Science		
240	EA	855110 Online 5 YR Environmental Science		
240	EA	855111 Environmental Science Study Guide		
3	EA	855120 Environmental Science Online TE	62.95000	188.85
3	EA	855120 Environmental Science Online TE		
3	EA	855764 Environmental Science TE	126.30000	378.90
3	EA	855764 Environmental Science TE		
280	EA	854760 Earth Space Science GEU 2019	91.53000	25,628.40
280	EA	854835 FL Earth Space Science GEU		
5	EA	854831 FL Earth Science TE		
5	EA	854832 FL Earth Science Online TE 5Y		
255	EA	856570 5 YR Physical Science	91.53000	23,340.15
255	EA	856233 Physical Science Glencoe		
5	EA	856641 FL Physical Science TE		
5	EA	856642 FL Online 5Y Physical Science		
1	EA	Shipping/Handling	1190.88000	1,190.88

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State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2019
 Cancellations must be in writing. No backorders without buyer approval.

PAGE TOTAL	112,299.98
TOTAL	112,299.98

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900022

PRINTED 07/19/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001580

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 GADSDEN COUNTY HIGH SCHOOL
 27001 BLUE STAR HIGHWAY
 HAVANA, FL 32333

ATTN: Pamela Jones

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		ACCOUNT SUMMARY (FOR INTERNAL USE)		
		ACCOUNT NUMBER		ACCOUNT AMOUNT
		1100E5100 5200 0051 11018 40000 00000		112,299.98
		NOTES		
		The School District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. 1006.37		
			PAGE TOTAL	0.00
			TOTAL	112,299.98

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2019
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900013

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001571

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 STEWART STREET ELEMENTARY
 749 S STEWART STREET
 QUINCY, FL 32351

ATTN: Lisa Robinson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
59	EA	084850 HMH Science K	40.30000	2,377.70
26	EA	084850 HMH Science K		
4	EA	084891 HMH Science Teacher Resource K	408.85000	1,635.40
2	EA	084891 HMH Science Teacher Resource K		
59	EA	184850 HMH Science - Grade 1	48.95000	2,888.05
26	EA	184850 HMH Science - Grade 1		
4	EA	184891 HMH Science Teacher Resource Grade 1	304.45000	1,217.80
2	EA	184891 HMH Science Teacher Resource Grade 1		
73	EA	284850 HMH Science Grade 2	48.95000	3,573.35
32	EA	284850 HMH Science Grade 2		
5	EA	284891 HMH Science Teacher Resource Grade 2	304.45000	1,522.25
2	EA	284891 HMH Science Teacher Resource Grade 2		
77	EA	384850 HMH Science Grade 3	57.15000	4,400.55
33	EA	384850 HMH Science Grade 3		
5	EA	384891 HMH Science Teacher Resource Grade 3	368.35000	1,841.75
2	EA	384891 HMH Science Teacher Resource Grade 3		
70	EA	484850 HMH Science Grade 4	60.90000	4,263.00
30	EA	484850 HMH Science Grade 4		
4	EA	484891 HMH Science Teacher Resource Grade 4	368.35000	1,473.40
2	EA	484891 HMH Science Teacher Resource Grade 4		
59	EA	584850 HMH Science Grade 5	63.95000	3,773.05
26	EA	584850 HMH Science Grade 5		
3	EA	584891 HMH Science Teacher Resource Grade 5	376.30000	1,128.90
2	EA	584891 HMH Science Teacher Resource Grade 5		
1	EA	Shipping/Handling	446.40000	446.40

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State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PAGE TOTAL	30,541.60
TOTAL	30,541.60

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900013

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001571

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 STEWART STREET ELEMENTARY
 749 S STEWART STREET
 QUINCY, FL 32351

ATTN: Lisa Robinson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		ACCOUNT SUMMARY (FOR INTERNAL USE)		
		ACCOUNT NUMBER		ACCOUNT AMOUNT
		1100E5100 5200 0201 11018 40000 00000		30,541.60
		NOTES		
		The District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. F.S. 1006.37		
			PAGE TOTAL	0.00
			TOTAL	30,541.60

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

 Superintendent of Schools

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900014

PRINTED 07/19/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001572

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 GEORGE W MUNROE ELEM SCHOOL
 1830 W KING STREET
 QUINCY, FL 32351

ATTN: Dr. Ronald Peterson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
66	EA	084850 HMH Science K	40.30000	2,659.80
29	EA	084850 HMH Science K		
4	EA	084891 HMH Science Teacher Resource K	408.85000	1,635.40
2	EA	084891 HMH Science Teacher Resource K		
73	EA	184850 HMH Science - Grade 1	48.95000	3,573.35
32	EA	184850 HMH Science - Grade 1		
4	EA	184891 HMH Science Teacher Resource Grade 1	304.45000	1,217.80
2	EA	184891 HMH Science Teacher Resource Grade 1		
73	EA	284850 HMH Science Grade 2	48.95000	3,573.35
32	EA	284850 HMH Science Grade 2		
4	EA	284891 HMH Science Teacher Resource Grade 2	304.45000	1,217.80
2	EA	284891 HMH Science Teacher Resource Grade 2		
70	EA	384850 HMH Science Grade 3	57.15000	4,000.50
30	EA	384850 HMH Science Grade 3		
4	EA	384891 HMH Science Teacher Resource Grade 3	368.35000	1,473.40
2	EA	384891 HMH Science Teacher Resource Grade 3		
1	EA	Shipping/Handling	317.39000	317.39
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0041 11018 40000 00000	19,668.79	
NOTES				
The School Distirct Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. FS 1006.37				
			PAGE TOTAL	19,668.79
			TOTAL	19,668.79

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900015

PRINTED 07/19/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001573

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 GREENSBORO ELEMENTARY
 559 GREENSBORO HWY
 QUINCY, FL 32351

ATTN: Zola Akins

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
49	EA	084850 HMH Science K	40.30000	1,974.70
21	EA	084850 HMH Science K		
3	EA	084891 HMH Science Teacher Resource K	408.85000	1,226.55
1	EA	084891 HMH Science Teacher Resource K		
45	EA	184850 HMH Science - Grade 1	48.95000	2,202.75
20	EA	184850 HMH Science - Grade 1		
3	EA	184891 HMH Science Teacher Resource Grade 1	304.45000	913.35
1	EA	184891 HMH Science Teacher Resource Grade 1		
49	EA	284850 HMH Science Grade 2	48.95000	2,398.55
21	EA	284850 HMH Science Grade 2		
3	EA	284891 HMH Science Teacher Resource Grade 2	304.45000	913.35
1	EA	284891 HMH Science Teacher Resource Grade 2		
52	EA	384850 HMH Science Grade 3	57.15000	2,971.80
23	EA	384850 HMH Science Grade 3		
3	EA	384891 HMH Science Teacher Resource Grade 3	368.35000	1,105.05
1	EA	384891 HMH Science Teacher Resource Grade 3		
1	EA	Shipping/Handling	235.55000	235.55
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0141 11018 40000 00000	13,941.65	
NOTES				
The District School Supt. shall requisition adopted instructional materials from the Depository of the Publisher with whom a contract has been made. 1006.37				
			PAGE TOTAL	13,941.65
			TOTAL	13,941.65

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2019
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900016

PRINTED 07/19/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001574

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 GADSDEN ELEMENTARY MAGNET
 500 W KING STREET
 QUINCY, FL 32351

ATTN: Allysun Davis

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
13	EA	084850 HMH Science K	40.30000	523.90
5	EA	084850 HMH Science K		
1	EA	084891 HMH Science Teacher Resource K	408.85000	408.85
1	EA	084891 HMH Science Teacher Resource K		
13	EA	184850 HMH Science - Grade 1	48.95000	636.35
5	EA	184850 HMH Science - Grade 1		
1	EA	184891 HMH Science Teacher Resource Grade 1	304.45000	304.45
1	EA	184891 HMH Science Teacher Resource Grade 1		
13	EA	284850 HMH Science Grade 2	48.95000	636.35
5	EA	284850 HMH Science Grade 2		
1	EA	284891 HMH Science Teacher Resource Grade 2	304.45000	304.45
1	EA	284891 HMH Science Teacher Resource Grade 2		
13	EA	384850 HMH Science Grade 3	57.15000	742.95
5	EA	384850 HMH Science Grade 3		
1	EA	384891 HMH Science Teacher Resource Grade 3	368.35000	368.35
1	EA	384891 HMH Science Teacher Resource Grade 3		
15	EA	484850 HMH Science Grade 4	60.90000	913.50
7	EA	484850 HMH Science Grade 4		
1	EA	484891 HMH Science Teacher Resource Grade 4	368.35000	368.35
1	EA	484891 HMH Science Teacher Resource Grade 4		
15	EA	584850 HMH Science Grade 5	63.95000	959.25
7	EA	584850 HMH Science Grade 5		
1	EA	584891 HMH Science Teacher Resource Grade 5	376.30000	376.30
1	EA	584891 HMH Science Teacher Resource Grade 5		
15	EA	HMH Comprehensive Science 1	100.50000	1,507.50
7		842920 HMH Comprehensive Science 1		
1	EA	842961 HMH Comprehensive Science 1 Teacher Resource Package	304.20000	304.20
1	EA	842961 HMH Comprehensive Science 1 Teacher Resource Package		

CONTINUED ON NEXT PAGE

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PAGE TOTAL	8,354.75
TOTAL	12,224.11

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900016

PRINTED 07/19/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001574

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 GADSDEN ELEMENTARY MAGNET
 500 W KING STREET
 QUINCY, FL 32351

ATTN: Allysun Davis

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
15	EA	843040 HMH Comprehensive Science 2	100.50000	1,507.50
7	EA	843040 HMH Comprehensive Science 2		
1	EA	843081 HMH Comprehensive Science 2 Teacher Resource Package	304.20000	304.20
1	EA	843081 HMH Comprehensive Science 2 Teacher Resource Package		
15	EA	843160 HMH Comprehensive Science 3	100.50000	1,507.50
7	EA	843160 HMH Comprehensive Science 3		
1	EA	843201 HMH Comprehensive Science 3 Teacher Resource Package	304.20000	304.20
1	EA	843201 HMH Comprehensive Science 3 Teacher Resource Package		
1	EA	Shipping/Handling	245.96000	245.96
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0101 11018 40000 00000	12,224.11	
NOTES				
The School District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. 1006.37				
			PAGE TOTAL	3,869.36
			TOTAL	12,224.11

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2019
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900017

PRINTED 07/19/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001575

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 WEST GADSDEN MIDDLE SCHOOL

ATTN: Sonya Jackson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
45	EA	484850 HMH Science Grade 4	60.90000	2,740.50
20	EA	484850 HMH Science Grade 4		
2	EA	484891 HMH Science Teacher Resource Grade 4	368.35000	736.70
1	EA	484891 HMH Science Teacher Resource Grade 4		
52	EA	584850 HMH Science Grade 5	63.95000	3,325.40
23	EA	584850 HMH Science Grade 5		
3	EA	584891 HMH Science Teacher Resource Grade 5	376.30000	1,128.90
1	EA	584891 HMH Science Teacher Resource Grade 5		
70	EA	HMH Comprehensive Science 1	100.50000	7,035.00
30		842920 HMH Comprehensive Science 1		
3	EA	842961 HMH Comprehensive Science 1 Teacher Resource Package	304.20000	912.60
2	EA	842961 HMH Comprehensive Science 1 Teacher Resource Package		
63	EA	843040 HMH Comprehensive Science 2	100.50000	6,331.50
27	EA	843040 HMH Comprehensive Science 2		
3	EA	843081 HMH Comprehensive Science 2 Teacher Resource Package	304.20000	912.60
1	EA	843081 HMH Comprehensive Science 2 Teacher Resource Package		
56	EA	843160 HMH Comprehensive Science 3	100.50000	5,628.00
24	EA	843160 HMH Comprehensive Science 3		
3	EA	843201 HMH Comprehensive Science 3 Teacher Resource Package	304.20000	912.60
1	EA	843201 HMH Comprehensive Science 3 Teacher Resource Package		
1	EA	Shipping/Handling	409.36000	409.36
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0052 11018 40000 00000	30,073.16	

CONTINUED ON NEXT PAGE

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2019
 Cancellations must be in writing. No backorders without buyer approval.

PAGE TOTAL	30,073.16
TOTAL	30,073.16

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900017

PRINTED 07/19/2018
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The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001575

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 WEST GADSDEN MIDDLE SCHOOL

ATTN: Sonya Jackson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		<p style="text-align: center;">NOTES</p> <p>The School District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. 1006.37</p>		
			PAGE TOTAL	0.00
			TOTAL	30,073.16

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2019
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PURCHASE APPROVED BY:

 Superintendent of Schools

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900018

PRINTED 07/19/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001576

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 JAMES A SHANKS MIDDLE SCHOOL
 1400 W KING ST
 QUINCY, FL 32351

ATTN: Germaine Kirkland/Abbye Dixon

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
84	EA	484850 HMH Science Grade 4	60.90000	5,115.60
36	EA	484850 HMH Science Grade 4		
4	EA	484891 HMH Science Teacher Resource Grade 4	368.35000	1,473.40
2	EA	484891 HMH Science Teacher Resource Grade 4		
70	EA	584850 HMH Science Grade 5	63.95000	4,476.50
30	EA	584850 HMH Science Grade 5		
3	EA	584891 HMH Science Teacher Resource Grade 5	376.30000	1,128.90
2	EA	584891 HMH Science Teacher Resource Grade 5		
185	EA	HMH Comprehensive Science 1	100.50000	18,592.50
80		842920 HMH Comprehensive Science 1		
4	EA	842961 HMH Comprehensive Science 1 Teacher Resource Package	304.20000	1,216.80
2	EA	842961 HMH Comprehensive Science 1 Teacher Resource Package		
101	EA	843040 HMH Comprehensive Science 2	100.50000	10,150.50
44	EA	843040 HMH Comprehensive Science 2		
4	EA	843081 HMH Comprehensive Science 2 Teacher Resource Package	304.20000	1,216.80
2	EA	843081 HMH Comprehensive Science 2 Teacher Resource Package		
98	EA	843160 HMH Comprehensive Science 3	100.50000	9,849.00
42	EA	843160 HMH Comprehensive Science 3		
4	EA	843201 HMH Comprehensive Science 3 Teacher Resource Package	304.20000	1,216.80
2	EA	843201 HMH Comprehensive Science 3 Teacher Resource Package		
1	EA	Shipping/Handling	563.69000	563.69
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0211 11018 40000 00000	55,000.49	

CONTINUED ON NEXT PAGE

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2019
 Cancellations must be in writing. No backorders without buyer approval.

PAGE TOTAL	55,000.49
TOTAL	55,000.49

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900018

PRINTED 07/19/2018
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The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001576

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 JAMES A SHANKS MIDDLE SCHOOL
 1400 W KING ST
 QUINCY, FL 32351

ATTN: Germaine Kirkland/Abbye Dixon

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		<p style="text-align: center;">NOTES</p> <p>The School District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. 1006.37</p>		
			PAGE TOTAL	0.00
			TOTAL	55,000.49

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2019
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

Roger P. Milton

 Superintendent of Schools

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900019

PRINTED 07/19/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001577

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 HAVANA MAGNET SCHOOL
 1210 KEMP RD
 HAVANA, FL 32333

ATTN: Delshuana Jackson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
38	EA	084850 HMH Science K	40.30000	1,531.40
17	EA	084850 HMH Science K		
3	EA	084891 HMH Science Teacher Resource K	408.85000	1,226.55
1	EA	084891 HMH Science Teacher Resource K		
42	EA	184850 HMH Science - Grade 1	48.95000	2,055.90
18	EA	184850 HMH Science - Grade 1		
3	EA	184891 HMH Science Teacher Resource Grade 1	304.45000	913.35
1	EA	184891 HMH Science Teacher Resource Grade 1		
52	EA	284850 HMH Science Grade 2	48.95000	2,545.40
23	EA	284850 HMH Science Grade 2		
3	EA	284891 HMH Science Teacher Resource Grade 2	304.45000	913.35
2	EA	284891 HMH Science Teacher Resource Grade 2		
56	EA	384850 HMH Science Grade 3	57.15000	3,200.40
24	EA	384850 HMH Science Grade 3		
3	EA	384891 HMH Science Teacher Resource Grade 3	368.35000	1,105.05
2	EA	384891 HMH Science Teacher Resource Grade 3		
45	EA	484850 HMH Science Grade 4	60.90000	2,740.50
20	EA	484850 HMH Science Grade 4		
2	EA	484891 HMH Science Teacher Resource Grade 4	368.35000	736.70
1	EA	484891 HMH Science Teacher Resource Grade 4		
45	EA	584850 HMH Science Grade 5	63.95000	2,877.75
20	EA	584850 HMH Science Grade 5		
2	EA	584891 HMH Science Teacher Resource Grade 5	376.30000	752.60
1	EA	584891 HMH Science Teacher Resource Grade 5		
45	EA	HMH Comprehensive Science 1	100.50000	4,522.50
20		842920 HMH Comprehensive Science 1		
2	EA	842961 HMH Comprehensive Science 1 Teacher Resource Package	304.20000	608.40
1	EA	842961 HMH Comprehensive Science 1 Teacher Resource Package		

CONTINUED ON NEXT PAGE

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
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PAGE TOTAL	25,729.85
TOTAL	36,124.45

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900019

PRINTED 07/19/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001577

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 HAVANA MAGNET SCHOOL
 1210 KEMP RD
 HAVANA, FL 32333

ATTN: Delshuana Jackson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
45	EA	843040 HMH Comprehensive Science 2	100.50000	4,522.50
20	EA	843040 HMH Comprehensive Science 2		
2	EA	843081 HMH Comprehensive Science 2 Teacher Resource Package	304.20000	608.40
1	EA	843081 HMH Comprehensive Science 2 Teacher Resource Package		
42	EA	843160 HMH Comprehensive Science 3	100.50000	4,221.00
18	EA	843160 HMH Comprehensive Science 3		
2	EA	843201 HMH Comprehensive Science 3 Teacher Resource Package	304.20000	608.40
1	EA	843201 HMH Comprehensive Science 3 Teacher Resource Package		
1	EA	Shipping/Handling	434.30000	434.30
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0091 11018 40000 00000	36,124.45	
NOTES				
The School District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. 1006.37				
			PAGE TOTAL	10,394.60
			TOTAL	36,124.45

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2019
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PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900020

PRINTED 07/19/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001578

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 CARTER PARRAMORE ACADEMY
 631 S STEWART ST
 QUINCY, FL 32351

ATTN: Myra Grant Whaley

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
3	EA	484850 HMH Science Grade 4	60.90000	182.70
2	EA	484850 HMH Science Grade 4		
1	EA	484891 HMH Science Teacher Resource Grade 4	368.35000	368.35
3	EA	584850 HMH Science Grade 5	63.95000	191.85
2	EA	584850 HMH Science Grade 5		
1	EA	584891 HMH Science Teacher Resource Grade 5	376.30000	376.30
7	EA	HMH Comprehensive Science 1	100.50000	703.50
3		842920 HMH Comprehensive Science 1		
1	EA	842961 HMH Comprehensive Science 1 Teacher Resource Package	304.20000	304.20
1	EA	842961 HMH Comprehensive Science 1 Teacher Resource Package		
10	EA	843040 HMH Comprehensive Science 2	100.50000	1,005.00
5	EA	843040 HMH Comprehensive Science 2		
1	EA	843081 HMH Comprehensive Science 2 Teacher Resource Package	304.20000	304.20
1	EA	843081 HMH Comprehensive Science 2 Teacher Resource Package		
17	EA	843160 HMH Comprehensive Science 3	100.50000	1,708.50
8	EA	843160 HMH Comprehensive Science 3		
1	EA	843201 HMH Comprehensive Science 3 Teacher Resource Package	304.20000	304.20
1	EA	843201 HMH Comprehensive Science 3 Teacher Resource Package		
21	EA	851900 HMH Biology	118.15000	2,481.15
9	EA	851900 HMH Biology		
1		851941 HMH Biology TE	346.65000	346.65
1	EA	851941 HMH Biology TE		
28	EA	853190 HMH Modern Chemistry	117.85000	3,299.80
12	EA	853190 HMH Modern Chemistry		
1	EA	853231 HMH Chemistry Teacher Resource Package	346.65000	346.65
1	EA	853231 HMH Chemistry Teacher Resource Package		
35	EA	855761 HMH Environmental Science	99.95000	3,498.25
15	EA	855761 HMH Environmental Science		

CONTINUED ON NEXT PAGE

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2019
 Cancellations must be in writing. No backorders without buyer approval.

PAGE TOTAL	15,421.30
TOTAL	15,873.84

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900020

PRINTED 07/19/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001578

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 CARTER PARRAMORE ACADEMY
 631 S STEWART ST
 QUINCY, FL 32351

ATTN: Myra Grant Whaley

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
50	EA	855110 Online 5 YR Environmental Science		
50	EA	855111 Environmental Science Study Guide		
1	EA	855120 Environmental Science Online TE	62.95000	62.95
1	EA	855120 Environmental Science Online TE		
1	EA	855764 Environmental Science TE	126.30000	126.30
1	EA	855764 Environmental Science TE		
1	EA	Shipping/Handling	263.29000	263.29
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0231 11018 40000 00000	15,873.84	
NOTES				
The School District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. 1006.37				
			PAGE TOTAL	452.54
			TOTAL	15,873.84

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2019
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900021

PRINTED 07/19/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001579

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 GADSDEN CENTRAL ACADEMY
 655 S STEWART STREET
 QUINCY, FL 32351

ATTN: LaRonda Frazier-Lee

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
3	EA	484850 HMH Science Grade 4	60.90000	182.70
2	EA	484850 HMH Science Grade 4		
1	EA	484891 HMH Science Teacher Resource Grade 4	368.35000	368.35
3	EA	584850 HMH Science Grade 5	63.95000	191.85
2	EA	584850 HMH Science Grade 5		
1	EA	584891 HMH Science Teacher Resource Grade 5	376.30000	376.30
3	EA	842920 HMH Comprehensive Science 1	100.50000	301.50
2		842920 HMH Comprehensive Science 1		
1	EA	842961 HMH Comprehensive Science 1 Teacher Resource Package	304.20000	304.20
1	EA	842961 HMH Comprehensive Science 1 Teacher Resource Package		
3	EA	843040 HMH Comprehensive Science 2	100.50000	301.50
2	EA	843040 HMH Comprehensive Science 2		
1	EA	843081 HMH Comprehensive Science 2 Teacher Resource Package	304.20000	304.20
1	EA	843081 HMH Comprehensive Science 2 Teacher Resource Package		
7	EA	843160 HMH Comprehensive Science 3	100.50000	703.50
3	EA	843160 HMH Comprehensive Science 3		
1	EA	843201 HMH Comprehensive Science 3 Teacher Resource Package	304.20000	304.20
1	EA	843201 HMH Comprehensive Science 3 Teacher Resource Package		
7	EA	851900 HMH Biology	118.15000	827.05
3	EA	851900 HMH Biology		
1		851941 HMH Biology TE	346.65000	346.65
1	EA	851941 HMH Biology TE		
7	EA	853190 HMH Modern Chemistry	117.85000	824.95
3	EA	853190 HMH Modern Chemistry		
1	EA	853231 HMH Chemistry Teacher Resource Package	346.65000	346.65
1	EA	853231 HMH Chemistry Teacher Resource Package		
3	EA	855761 HMH Environmental Science	99.95000	299.85
2	EA	855761 HMH Environmental Science		

CONTINUED ON NEXT PAGE

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2019
 Cancellations must be in writing. No backorders without buyer approval.

PAGE TOTAL	5,983.45
TOTAL	6,489.97

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900021

PRINTED 07/19/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001579

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

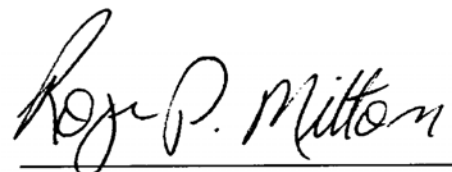
SHIP TO:
 GADSDEN CENTRAL ACADEMY
 655 S STEWART STREET
 QUINCY, FL 32351

ATTN: LaRonda Frazier-Lee

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
5	EA	855110 Online 5 YR Environmental Science		
5	EA	855111 Environmental Science Study Guide		
2	EA	855120 Environmental Science Online TE	62.95000	125.90
2	EA	855764 Environmental Science TE	126.30000	252.60
1	EA	855764 Environmental Science TE		
1	EA	Shipping/Handling	128.02000	128.02
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 9106 11018 40000 00000	6,489.97	
NOTES				
The School District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. 1006.37				
			PAGE TOTAL	506.52
			TOTAL	6,489.97

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2019
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:



 Superintendent of Schools

PO DATE
07/16/2018



PURCHASE ORDER NUMBER
0231900001

PRINTED 07/18/2018

The School Board of Gadsden County
Attention: Accounts Payable
35 Martin Luther King, Jr. Blvd
Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001548

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 STEWART STREET ELEMENTARY
 749 S STEWART STREET
 QUINCY, FL 32351

ATTN: Lisa Robinson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
85	EA	033942 Journeys Readers Notebooks K		
85	EA	062702 Go Math 1 Year Gap Bundle - K	19.95000	1,695.75
85	EA	099211 Social Studies Weekly Magazine K		
85	EA	133942 Journeys Readers Notebook 1		
85	EA	162702 Go Math 1 Year Gap Bundle - 1	19.95000	1,695.75
85	EA	199211 Social Studies Weekly Magazine 1		
105	EA	233942 Journeys Readers Notebook 2		
105	EA	262702 Go Math 1 Year Gap Bundle Grade 2	19.95000	2,094.75
105	EA	299211 Social Studies Weekly Magazine Grade 2		
110	EA	333942 Journeys Readers Notebook Grade 3		
110	EA	362702 Go Math 1 Year Gap Bundle Grade 3	19.95000	2,194.50
110	EA	399211 Social Studies Weekly Magazine Grade 3		
100	EA	433942 Journeys Readers Notebook Grade 4		
100	EA	462702 Go Math 1 Year Gap Bundle Grade 4	19.95000	1,995.00
100	EA	499211 Social Studies Weekly Magazine Grade 4		
85	EA	533942 Journeys Readers Notebook Grade 5		
85	EA	562702 Go Math 1 Year Gap Bundle Grade 5	19.95000	1,695.75
85	EA	599211 Social Studies Weekly Magazine Grade 5		
1	EA	Shipping/Handling	1066.15000	1,066.15
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0201 11018 40000 00000	12,437.65	
NOTES				
The District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. F.S. 1006.37				

CONTINUED ON NEXT PAGE

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PAGE TOTAL	12,437.65
TOTAL	12,437.65

PO DATE
07/16/2018



PURCHASE ORDER NUMBER
0231900001

PRINTED 07/18/2018
REPRINTED PO

The School Board of Gadsden County
Attention: Accounts Payable
35 Martin Luther King, Jr. Blvd
Quincy, FL 32351

VENDOR KEY : FLORIDA 023
FISCAL YEAR : 2018-2019
ENTERED BY : ELLISCHE000
ORIGINAL REQ # : 0000001548

VENDOR:
FLORIDA SCHOOL BOOK DEPOSITORY
PO BOX 6578
JACKSONVILLE, FL 32236

SHIP TO:
STEWART STREET ELEMENTARY
749 S STEWART STREET
QUINCY, FL 32351

ATTN: Lisa Robinson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		Page (1) has all details Page (2) Has Authorized Signature		
			PAGE TOTAL	0.00
			TOTAL	12,437.65

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
All items purchased under this order must be received and invoiced by 06/30/2018
Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/16/2018



PURCHASE ORDER NUMBER
0231900002

PRINTED 07/18/2018

The School Board of Gadsden County
Attention: Accounts Payable
35 Martin Luther King, Jr. Blvd
Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001547

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 CHATTAHOOCHEE ELEMENTARY
 335 MAPLE STREET
 CHATTAHOOCHEE, FL 32324

ATTN: Valencia Denson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
40	EA	033942 Journeys Readers Notebooks K		
40	EA	062702 Go Math 1 Year Gap Bundle - K	19.95000	798.00
40	EA	099211 Social Studies Weekly Magazine K		
40	EA	133942 Journeys Readers Notebook 1		
40	EA	162702 Go Math 1 Year Gap Bundle - 1	19.95000	798.00
40	EA	199211 Social Studies Weekly Magazine 1		
30	EA	233942 Journeys Readers Notebook 2		
30	EA	262702 Go Math 1 Year Gap Bundle Grade 2	19.95000	598.50
30	EA	299211 Social Studies Weekly Magazine Grade 2		
30	EA	333942 Journeys Readers Notebook Grade 3		
30	EA	362702 Go Math 1 Year Gap Bundle Grade 3	19.95000	598.50
30	EA	399211 Social Studies Weekly Magazine Grade 3		
30	EA	433942 Journeys Readers Notebook Grade 4		
30	EA	462702 Go Math 1 Year Gap Bundle Grade 4	19.95000	598.50
30	EA	499211 Social Studies Weekly Magazine Grade 4		
25	EA	533942 Journeys Readers Notebook Grade 5		
25	EA	562702 Go Math 1 Year Gap Bundle Grade 5	19.95000	498.75
25	EA	599211 Social Studies Weekly Magazine Grade 5		
1	EA	Shipping/Handling	545.62000	545.62
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0151 11018 40000 00000	4,435.87	
NOTES				
The School District Supt. shall requisition adopted instructional materials from the Depository of the publisher with whol a contract has been made. 1006.37 F.S.				

CONTINUED ON NEXT PAGE

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
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PAGE TOTAL	4,435.87
TOTAL	4,435.87

PO DATE
07/16/2018



PURCHASE ORDER NUMBER
0231900002

PRINTED 07/18/2018
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The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001547

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 CHATTAHOOCHEE ELEMENTARY
 335 MAPLE STREET
 CHATTAHOOCHEE, FL 32324

ATTN: Valencia Denson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
			PAGE TOTAL	0.00
			TOTAL	4,435.87

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
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PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/16/2018



PURCHASE ORDER NUMBER
0231900003

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001549

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 GEORGE W MUNROE ELEMENTARY
 1830 W KING ST
 QUINCY, FL 32351

ATTN: Dr. Ronald Peterson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
95	EA	033942 Journeys Readers Notebooks K		
95	EA	062702 Go Math 1 Year Gap Bundle - K	19.95000	1,895.25
95	EA	099211 Social Studies Weekly Magazine K		
105	EA	133942 Journeys Readers Notebook 1		
105	EA	162702 Go Math 1 Year Gap Bundle - 1	19.95000	2,094.75
105	EA	199211 Social Studies Weekly Magazine 1		
105	EA	233942 Journeys Readers Notebook 2		
105	EA	262702 Go Math 1 Year Gap Bundle Grade 2	19.95000	2,094.75
105	EA	299211 Social Studies Weekly Magazine Grade 2		
100	EA	333942 Journeys Readers Notebook Grade 3		
100	EA	362702 Go Math 1 Year Gap Bundle Grade 3	19.95000	1,995.00
100	EA	399211 Social Studies Weekly Magazine Grade 3		
1	EA	Shipping/Handling	763.92000	763.92
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0041 11018 40000 00000	8,843.67	
NOTES				
The District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made F.S. 1006.37				
			PAGE TOTAL	8,843.67
			TOTAL	8,843.67

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
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PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/16/2018



PURCHASE ORDER NUMBER
0231900004

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001550

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 GREENSBORO ELEMENTARY
 559 GREENSBORO HWY
 QUINCY, FL 32351

ATTN: Zola Akins

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
70	EA	033942 Journeys Readers Notebooks K		
70	EA	062702 Go Math 1 Year Gap Bundle - K	19.95000	1,396.50
70	EA	099211 Social Studies Weekly Magazine K		
65	EA	133942 Journeys Readers Notebook 1		
65	EA	162702 Go Math 1 Year Gap Bundle - 1	19.95000	1,296.75
65	EA	199211 Social Studies Weekly Magazine 1		
70	EA	233942 Journeys Readers Notebook 2		
70	EA	262702 Go Math 1 Year Gap Bundle Grade 2	19.95000	1,396.50
70	EA	299211 Social Studies Weekly Magazine Grade 2		
75	EA	333942 Journeys Readers Notebook Grade 3		
75	EA	362702 Go Math 1 Year Gap Bundle Grade 3	19.95000	1,496.25
75	EA	399211 Social Studies Weekly Magazine Grade 3		
1	EA	Shipping/Handling	665.33000	665.33
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0141 11018 40000 00000	6,251.33	
NOTES				
The District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. F.S. 1006.37				
			PAGE TOTAL	6,251.33
			TOTAL	6,251.33

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
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PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/16/2018



PURCHASE ORDER NUMBER
0231900005

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001552

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 GADSDEN ELEMENTARY MAGNET
 500 W KING STREET
 QUINCY, FL 32351

ATTN: Allysun Davis

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
18	EA	033942 Journeys Readers Notebooks K		
18	EA	062702 Go Math 1 Year Gap Bundle - K	19.95000	359.10
18	EA	099211 Social Studies Weekly Magazine K		
18	EA	133942 Journeys Readers Notebook 1		
18	EA	162702 Go Math 1 Year Gap Bundle - 1	19.95000	359.10
18	EA	199211 Social Studies Weekly Magazine 1		
18	EA	233942 Journeys Readers Notebook 2		
18	EA	262702 Go Math 1 Year Gap Bundle Grade 2	19.95000	359.10
18	EA	299211 Social Studies Weekly Magazine Grade 2		
18	EA	333942 Journeys Readers Notebook Grade 3		
18	EA	362702 Go Math 1 Year Gap Bundle Grade 3	19.95000	359.10
18	EA	399211 Social Studies Weekly Magazine Grade 3		
22	EA	433942 Journeys Readers Notebook Grade 4		
22	EA	462702 Go Math 1 Year Gap Bundle Grade 4	19.95000	438.90
22	EA	499211 Social Studies Weekly Magazine Grade 4		
22	EA	533942 Journeys Readers Notebook Grade 5		
22	EA	562702 Go Math 1 Year Gap Bundle Grade 5	19.95000	438.90
22	EA	599211 Social Studies Weekly Magazine Grade 5		
22	EA	765352 Florida Collections Close Reader 6		
22	EA	765353 Florida Collections Performance Assessment		
22	EA	765532 Florida Collections Close Reader 7		
22	EA	765533 Florida Collections Performance Assessment 7		
22	EA	765712 Florida Collections Close Reader 8		
22	EA	765713 Florida Collections Performance Assessment 8		
22	EA	825141 Florida Go Mathematics 1		
22	EA	825341 Florida Go Mathematics 2		
22	EA	825541 Florida Go Mathematics Pre-Algebra		
10	EA	831663 Algebra I Cinch Math Homework Practice Workbook		

CONTINUED ON NEXT PAGE

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
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PAGE TOTAL	2,314.20
TOTAL	2,731.68

PO DATE
07/16/2018



PURCHASE ORDER NUMBER
0231900005

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The School Board of Gadsden County
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VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001552

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 GADSDEN ELEMENTARY MAGNET
 500 W KING STREET
 QUINCY, FL 32351

ATTN: Allysun Davis

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
22	EA	874511 US History Workbook		
22	EA	874711 Integrated Civics Workbook		
22	EA	874911 World History Workbook		
1	EA	Shipping/Handling	417.48000	417.48
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0101 11018 40000 00000	2,731.68	
NOTES				
The District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. F.S. 1006.37				
			PAGE TOTAL	417.48
			TOTAL	2,731.68

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
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PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/16/2018



PURCHASE ORDER NUMBER
0231900006

PRINTED 07/18/2018

The School Board of Gadsden County
Attention: Accounts Payable
35 Martin Luther King, Jr. Blvd
Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001553

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 HAVANA MAGNET SCHOOL
 1210 KEMP RD
 HAVANA, FL 32333

ATTN: Delshuana Jackson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
55	EA	033942 Journeys Readers Notebooks K		
55	EA	062702 Go Math 1 Year Gap Bundle - K	19.95000	1,097.25
55	EA	099211 Social Studies Weekly Magazine K		
60	EA	133942 Journeys Readers Notebook 1		
60	EA	162702 Go Math 1 Year Gap Bundle - 1	19.95000	1,197.00
60	EA	199211 Social Studies Weekly Magazine 1		
75	EA	233942 Journeys Readers Notebook 2		
75	EA	262702 Go Math 1 Year Gap Bundle Grade 2	19.95000	1,496.25
75	EA	299211 Social Studies Weekly Magazine Grade 2		
80	EA	333942 Journeys Readers Notebook Grade 3		
80	EA	362702 Go Math 1 Year Gap Bundle Grade 3	19.95000	1,596.00
80	EA	399211 Social Studies Weekly Magazine Grade 3		
65	EA	433942 Journeys Readers Notebook Grade 4		
65	EA	462702 Go Math 1 Year Gap Bundle Grade 4	19.95000	1,296.75
65	EA	499211 Social Studies Weekly Magazine Grade 4		
65	EA	533942 Journeys Readers Notebook Grade 5		
65	EA	562702 Go Math 1 Year Gap Bundle Grade 5	19.95000	1,296.75
65	EA	599211 Social Studies Weekly Magazine Grade 5		
65	EA	765352 Florida Collections Close Reader 6		
65	EA	765353 Florida Collections Performance Assessment 6		
65	EA	765532 Florida Collections Close Reader 7		
65	EA	765533 Florida Collections Performance Assessment 7		
60	EA	765712 Florida Collections Close Reader 8		
60	EA	765713 Florida Collections Performance Assessment 8		
65	EA	825141 Florida Go Mathematics 1		
65	EA	825341 Florida Go Mathematics 2		
60	EA	825541 Florida Go Mathematics Pre-Algebra		
50	EA	831663 Algebra I Cinch Math Homework Practice Workbook		

CONTINUED ON NEXT PAGE

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PAGE TOTAL	7,980.00
TOTAL	8,859.90

PO DATE
07/16/2018



PURCHASE ORDER NUMBER
0231900006

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001553

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 HAVANA MAGNET SCHOOL
 1210 KEMP RD
 HAVANA, FL 32333

ATTN: Delshuana Jackson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
60	EA	874511 US History Workbook		
65	EA	874711 Integrated Civics Workbook		
65	EA	874911 World History Workbook		
1	EA	Shipping/Handling	879.90000	879.90
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0091 11018 40000 00000	8,859.90	
NOTES				
The District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. F.S. 1006.37				
			PAGE TOTAL	879.90
			TOTAL	8,859.90

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/16/2018



PURCHASE ORDER NUMBER
0231900007

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001554

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 JAMES A SHANKS MIDDLE SCHOOL
 1400 W KING STREET
 QUINCY, FL 32351

ATTN: Germaine Kirkland/Abbye Dixon

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
120	EA	433942 Journeys Readers Notebook Grade 4		
120	EA	462702 Go Math 1 Year Gap Bundle Grade 4	19.95000	2,394.00
120	EA	499211 Social Studies Weekly Magazine Grade 4		
100	EA	533942 Journeys Readers Notebook Grade 5		
100	EA	562702 Go Math 1 Year Gap Bundle Grade 5	19.95000	1,995.00
100	EA	599211 Social Studies Weekly Magazine Grade 5		
265	EA	765352 Florida Collections Close Reader 6		
265	EA	765353 Florida Collections Performance Assessment 6		
145	EA	765532 Florida Collections Close Reader 7		
145	EA	765533 Florida Collections Performance Assessment 7		
140	EA	765712 Florida Collections Close Reader 8		
140	EA	765713 Florida Collections Performance Assessment 8		
265	EA	825141 Florida Go Mathematics 1		
145	EA	825341 Florida Go Mathematics 2		
140	EA	825541 Florida Go Mathematics Pre-Algebra		
50	EA	831663 Algebra I Cinch Math Homework Practice Workbook		
140	EA	874511 US History Workbook		
145	EA	874711 Integrated Civics Workbook		
265	EA	874911 World History Workbook		
25	EA	837122 Geometry Homework Practice Workbook		
1	EA	Shipping/Handling	776.61000	776.61
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0211 11018 40000 00000	5,165.61	

CONTINUED ON NEXT PAGE

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PAGE TOTAL	5,165.61
TOTAL	5,165.61

PO DATE
07/16/2018



PURCHASE ORDER NUMBER
0231900007

PRINTED 07/18/2018
 REPRINTED PO

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001554

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 JAMES A SHANKS MIDDLE SCHOOL
 1400 W KING STREET
 QUINCY, FL 32351

ATTN: Germaine Kirkland/Abbye Dixon

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		<p style="text-align: center;">NOTES</p> <p>The District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. F.S. 1006.37</p>		
			PAGE TOTAL	0.00
			TOTAL	5,165.61

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/16/2018



PURCHASE ORDER NUMBER
0231900008

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001555

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 WEST GADSDEN MIDDLE SCHOOL

ATTN: Sonya Jackson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
65	EA	433942 Journeys Readers Notebook Grade 4		
65	EA	462702 Go Math 1 Year Gap Bundle Grade 4	19.95000	1,296.75
65	EA	499211 Social Studies Weekly Magazine Grade 4		
75	EA	533942 Journeys Readers Notebook Grade 5		
75	EA	562702 Go Math 1 Year Gap Bundle Grade 5	19.95000	1,496.25
75	EA	599211 Social Studies Weekly Magazine Grade 5		
100	EA	765352 Florida Collections Close Reader 6		
100	EA	765353 Florida Collections Performance Assessment 6		
90	EA	765532 Florida Collections Close Reader 7		
90	EA	765533 Florida Collections Performance Assessment 7		
80	EA	765712 Florida Collections Close Reader 8		
80	EA	765713 Florida Collections Performance Assessment 8		
100	EA	825141 Florida Go Mathematics 1		
90	EA	825341 Florida Go Mathematics 2		
80	EA	825541 Florida Go Mathematics Pre-Algebra		
50	EA	831663 Algebra I Cinch Math Homework Practice Workbook		
80	EA	874511 US History Workbook		
90	EA	874711 Integrated Civics Workbook		
100	EA	874911 World History Workbook		
1	EA	Shipping/Handling	556.40000	556.40
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0052 11018 40000 00000	3,349.40	
NOTES				
The District School Supt. shall requisition adopted instructional materials from the Depository of the				
CONTINUED ON NEXT PAGE			PAGE TOTAL	3,349.40
State Tax Exemption # - 85-8012621915C-2 FEID # - 59-6000615			TOTAL	3,349.40
All items purchased under this order must be received and invoiced by 06/30/2018				
Cancellations must be in writing. No backorders without buyer approval.				

PO DATE
07/16/2018



PURCHASE ORDER NUMBER
0231900008

PRINTED 07/18/2018
REPRINTED PO

The School Board of Gadsden County
Attention: Accounts Payable
35 Martin Luther King, Jr. Blvd
Quincy, FL 32351

VENDOR KEY : FLORIDA 023
FISCAL YEAR : 2018-2019
ENTERED BY : ELLISCHE000
ORIGINAL REQ # : 0000001555

VENDOR:
FLORIDA SCHOOL BOOK DEPOSITORY
PO BOX 6578
JACKSONVILLE, FL 32236

SHIP TO:
WEST GADSDEN MIDDLE SCHOOL

ATTN: Sonya Jackson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		publisher with whom a contract has been made. F.S. 1006.37		
			PAGE TOTAL	0.00
			TOTAL	3,349.40

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
All items purchased under this order must be received and invoiced by 06/30/2018
Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
023190009

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001567

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 GADSDEN COUNTY HIGH SCHOOL
 27001 BLUE STAR HIGHWAY
 HAVANA, FL 32333

ATTN: Pamela Jones

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1	EA	719303 Drive Right 2010 Teacher Resource DVD	416.47000	416.47
2	EA	719305 Drive Right Skills & Applications Workbook TE	24.97000	49.94
1	EA	719307 Drive Right Transparencies	56.47000	56.47
1	EA	719308 Drive Right Behind Wheel DVD	116.47000	116.47
30	EA	719311 Drive Right 201 Skills & Applications Workbook	12.97000	389.10
280	EA	765922 Florida Collections Close Reader 9		
280	EA	765923 Florida Collections Performance Assessment 9		
255	EA	766102 Florida Collections Close Reader 10		
255	EA	766103 Florida Collections Performance Assessment 10		
255	EA	766282 Florida Collections Close Reader 11		
255	EA	766283 Florida Collections Performance Assessment 11		
240	EA	766462 Florida Collections Close Reader 12		
240	EA	766463 Florida Collections Performance Assessment 12		
320	EA	831663 Algebra I Cinch Math Homework Practice Workbook		
305	EA	832763 Algebra 2 Cinch Math Homework Practice Workbook		
200	EA	837122 Geometry Homework Practice Workbook		
250	EA	885141 FL EOC/Succeed Modern US History		
300	EA	885222 World History & Geography		
202	EA	887781 Economics Reading & Note Study Guide		
30	EA	T'ES Branche + 5 Year EBook (French 1)	84.95000	2,548.50
1	EA	955101 T'ES Branche Level 1 (French 1) TE		
1	EA	955102 T'ES Branche Level 1 (French 1) Workbook TE		
1	EA	955103 T'ES Branche Level 1A-1 Assessment Prg TE		
1	EA	955104 T'ES Branche 1A-1 Resource DVD TE		
1	EA	955105 Rendez-vous Nice 1A-1 DVD		
30	EA	955111 Online French Passport (5 Yr)		
30	EA	955121 T'ES Branche Level 1 EMC Workbook		
30	EA	955262 Online AVN+FLPGRD (5 Yr) T'ES Branche		

CONTINUED ON NEXT PAGE

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PAGE TOTAL	3,576.95
TOTAL	4,057.17

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900009

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001567

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 GADSDEN COUNTY HIGH SCHOOL
 27001 BLUE STAR HIGHWAY
 HAVANA, FL 32333

ATTN: Pamela Jones

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
30	EA	955263 Online French ICUL (5 yr) T'ES Branche		
1	EA	Shipping/Handling	480.22000	480.22
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0051 11018 40000 00000	4,057.17	
NOTES				
The District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. F.S. 1006.37				
			PAGE TOTAL	480.22
			TOTAL	4,057.17

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900010

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001568

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 CARTER PARRAMORE ACADEMY
 631 S STEWART ST
 QUINCY, FL 32351

ATTN: Myra Grant Whaley

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
5	EA	433942 Journeys Readers Notebook Grade 4		
5	EA	462702 Go Math 1 Year Gap Bundle Grade 4	19.95000	99.75
5	EA	499211 Social Studies Weekly Magazine Grade 4		
5	EA	533942 Journeys Readers Notebook Grade 5		
5	EA	562702 Go Math 1 Year Gap Bundle Grade 5	19.95000	99.75
5	EA	599211 Social Studies Weekly Magazine Grade 5		
10	EA	765352 Florida Collections Close Reader 6		
10	EA	765353 Florida Collections Performance Assessment 6		
15	EA	765532 Florida Collections Close Reader 7		
15	EA	765533 Florida Collections Performance Assessment 7		
25	EA	765712 Florida Collections Close Reader 8		
25	EA	765713 Florida Collections Performance Assessment 8		
10	EA	825141 Florida Go Mathematics 1		
15	EA	825341 Florida Go Mathematics 2		
25	EA	825541 Florida Go Mathematics Pre-Algebra		
30	EA	831663 Algebra I Cinch Math Homework Practice Workbook		
25	EA	874511 US History Workbook		
15	EA	874711 Integrated Civics Workbook		
10	EA	874911 World History Workbook		
25	EA	765922 Florida Collections Close Reader 9		
25	EA	765923 Florida Collections Performance Assessment 9		
30	EA	766102 Florida Collections Close Reader 10		
30	EA	766103 Florida Collections Performance Assessment 10		
40	EA	766282 Florida Collections Close Reader 11		
40	EA	766283 Florida Collections Performance Assessment 11		
50	EA	766462 Florida Collections Close Reader 12		
50	EA	825141 Florida Collections Performance Assessment 12		
65	EA	837122 Geometry Homework Practice Workbook		
CONTINUED ON NEXT PAGE			PAGE TOTAL	199.50
State Tax Exemption # - 85-8012621915C-2 FEID # - 59-6000615			TOTAL	383.04
All items purchased under this order must be received and invoiced by 06/30/2018				
Cancellations must be in writing. No backorders without buyer approval.				

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900010

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001568

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 CARTER PARRAMORE ACADEMY
 631 S STEWART ST
 QUINCY, FL 32351

ATTN: Myra Grant Whaley

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
65	EA	885141 FL EOC/Succeed Modern US History		
50	EA	885222 World History & Geography		
30	EA	887781 Florida Economics Reading & Note Study Guide		
1	EA	Shipping/Handling	183.54000	183.54
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 0231 11018 40000 00000	383.04	
NOTES				
The District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. F.S. 1006.37				
			PAGE TOTAL	183.54
			TOTAL	383.04

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

Superintendent of Schools

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900011

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001569

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 GADSDEN CENTRAL ACADEMY
 655 S STEWART STREET
 QUINCY, FL 32351

ATTN: LaRonda Frazier-Lee

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
5	EA	433942 Journeys Readers Notebook Grade 4		
5	EA	462702 Go Math 1 Year Gap Bundle Grade 4	19.95000	99.75
5	EA	499211 Social Studies Weekly Magazine Grade 4		
5	EA	533942 Journeys Readers Notebook Grade 5		
5	EA	562702 Go Math 1 Year Gap Bundle Grade 5	19.95000	99.75
5	EA	599211 Social Studies Weekly Magazine Grade 5		
5	EA	765352 Florida Collections Close Reader 6		
5	EA	765353 Florida Collections Performance Assessment 6		
5	EA	765532 Florida Collections Close Reader 7		
5	EA	765533 Florida Collections Performance Assessment 7		
10	EA	765712 Florida Collections Close Reader 8		
10	EA	765713 Florida Collections Performance Assessment 8		
5	EA	825141 Florida Go Mathematics 1		
5	EA	825341 Florida Go Mathematics 2		
10	EA	825541 Florida Go Mathematics Pre-Algebra		
10	EA	831663 Algebra I Cinch Math Homework Practice Workbook		
5	EA	874511 US History Workbook		
5	EA	874711 Integrated Civics Workbook		
10	EA	874911 World History Workbook		
10	EA	765922 Florida Collections Close Reader 9		
10	EA	765923 Florida Collections Performance Assessment 9		
10	EA	766102 Florida Collections Close Reader 10		
10	EA	766103 Florida Collections Performance Assessment 10		
5	EA	766282 Florida Collections Close Reader 11		
5	EA	766283 Florida Collections Performance Assessment 11		
5	EA	766462 Florida Collections Close Reader 12		
5	EA	825141 Florida Collections Performance Assessment 12		
10	EA	837122 Geometry Homework Practice Workbook		
CONTINUED ON NEXT PAGE			PAGE TOTAL	199.50
State Tax Exemption # - 85-8012621915C-2 FEID # - 59-6000615			TOTAL	312.55
All items purchased under this order must be received and invoiced by 06/30/2018				
Cancellations must be in writing. No backorders without buyer approval.				

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900011

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001569

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

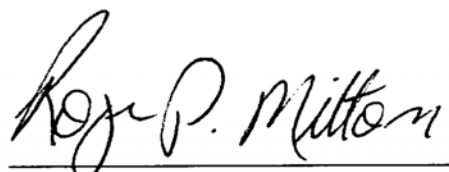
SHIP TO:
 GADSDEN CENTRAL ACADEMY
 655 S STEWART STREET
 QUINCY, FL 32351

ATTN: LaRonda Frazier-Lee

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
5	EA	885141 FL EOC/Succeed Modern US History		
5	EA	885222 World History & Geography		
5	EA	887781 Florida Economics Reading & Note Study Guide		
1	EA	Shipping/Handling	113.05000	113.05
ACCOUNT SUMMARY (FOR INTERNAL USE)				
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
		1100E5100 5200 9106 11018 40000 00000	312.55	
NOTES				
The District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. F.S. 1006.37				
			PAGE TOTAL	113.05
			TOTAL	312.55

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:



 Superintendent of Schools

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900012

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001570

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 CHATTAHOOCHEE ELEMENTARY
 335 MAPLE STREET
 CHATTAHOOCHEE, FL 32324

ATTN: Valencia Denson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
28	EA	084850 HMH Science K	40.30000	1,128.40
12	EA	084850 HMH Science K		
1	EA	084891 HMH Science Teacher Resource K	408.85000	408.85
1	EA	084891 HMH Science Teacher Resource K		
28	EA	184850 HMH Science - Grade 1	48.95000	1,370.60
12	EA	184850 HMH Science - Grade 1		
1	EA	184891 HMH Science Teacher Resource Grade 1	304.45000	304.45
1	EA	184891 HMH Science Teacher Resource Grade 1		
21	EA	284850 HMH Science Grade 2	48.95000	1,027.95
9	EA	284850 HMH Science Grade 2		
1	EA	284891 HMH Science Teacher Resource Grade 2	304.45000	304.45
1	EA	284891 HMH Science Teacher Resource Grade 2		
21	EA	384850 HMH Science Grade 3	57.15000	1,200.15
9	EA	384850 HMH Science Grade 3		
1	EA	384891 HMH Science Teacher Resource Grade 3	368.35000	368.35
1	EA	384891 HMH Science Teacher Resource Grade 3		
21	EA	484850 HMH Science Grade 4	60.90000	1,278.90
9	EA	484850 HMH Science Grade 4		
1	EA	484891 HMH Science Teacher Resource Grade 4	368.35000	368.35
1	EA	484891 HMH Science Teacher Resource Grade 4		
17	EA	584850 HMH Science Grade 5	63.95000	1,087.15
8	EA	584850 HMH Science Grade 5		
1	EA	584891 HMH Science Teacher Resource Grade 5	376.30000	376.30
1	EA	584891 HMH Science Teacher Resource Grade 5		
1	EA	Shipping/Handling	245.52000	245.52

CONTINUED ON NEXT PAGE

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PAGE TOTAL	9,469.42
TOTAL	9,469.42

PO DATE
07/17/2018



PURCHASE ORDER NUMBER
0231900012

PRINTED 07/18/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR KEY : FLORIDA 023
 FISCAL YEAR : 2018-2019
 ENTERED BY : ELLISCHE000
 ORIGINAL REQ # : 0000001570

VENDOR:
 FLORIDA SCHOOL BOOK DEPOSITORY
 PO BOX 6578
 JACKSONVILLE, FL 32236

SHIP TO:
 CHATTAHOOCHEE ELEMENTARY
 335 MAPLE STREET
 CHATTAHOOCHEE, FL 32324

ATTN: Valencia Denson

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		ACCOUNT SUMMARY (FOR INTERNAL USE)		
		ACCOUNT NUMBER		ACCOUNT AMOUNT
		1100E5100 5200 0151 11018 40000 00000		9,469.42
		NOTES		
		The District School Supt. shall requisition adopted instructional materials from the Depository of the publisher with whom a contract has been made. F.S. 1006.37		
			PAGE TOTAL	0.00
			TOTAL	9,469.42

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2018
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

Superintendent of Schools

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: July 24, 2018

TITLE OF AGENDA ITEM: Approval of Agreement with Lamier Technical Services

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Contractor will provide professional computer technology services and maintenance for federal digital inventory. Contract will also include operation, maintenance, and staff training of APLazer, zSpace 3D computers, and other 3D technology. Contract will include, but is not limited to: technical services with hardware and software installation, imaging and configuration, and 3-D and Lazer training and maintenance. The contractor shall receive assignments from the Superintendent, Director of Media and Technology, and Director of Federal Programs to ensure maintenance and imaging of digital educational products are being made ready for classroom/office use to support digital operations and curriculum of Title I schools.

FUND SOURCE: Federal

AMOUNT: \$66,000

PREPARED BY: Rose Raynak 

POSITION: Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

REVIEWED BY: _____

School Board of Gadsden County, Florida
CONTRACTUAL AGREEMENT
Fiscal Years: 2018-2019

This contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the “RECIPIENT”, organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and Eric Rodriguez, DBA Lamier Technical Services a for-profit CONTRACTOR organized and existing with its principal place of operations at 9950 Hosford Hwy. Quincy, Florida 32351, herein referred to as “CONTRACTOR”. The CONTRACTOR is a provider of services to meet the needs of a federal award, not a sub-recipient of the RECIPIENT. The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR and RECIPIENT.

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR

The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in the Scope of Services below. The CONTRACTOR understands and agrees that all services are to be secured and implemented solely by the CONTRACTOR and no subcontractor will be assigned as a CONTRACTOR without the prior written consent of the RECIPIENT. **The RECIPIENT and CONTRACTOR understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education for Title I, Part A Basic.**

ARTICLE 2. SCOPE OF SERVICES

The CONTRACTOR has agreed to provide the RECIPIENT with professional computer technology services for Dell and MAC/Apple Products, including but not limited to: computer stations, tablets, laptops, and other digital devices for classrooms in Title I schools. Contract will include, but is not limited to: technical services with hardware and software installation, imaging and configuration of new computers, and migration to AD. The CONTRACTOR also agrees to be responsible for oversight, operation, and training of staff for the operation of APLazer and zSpace equipment and technologies. The district has limited technology staff to provide one-on-one training to staff for much of the very new technology (3-D computers, 3-D printers, interactive televisions, scheduling boards, Nooks, etc.) that require thorough knowledge of the technology to use, Lamier Technical Services has agreed to be trained by the companies furnishing these technologies in a train-the-trainer model and then come back to the district and schools and provide one-on-one trainings to district personnel upon request from the Superintendent, Director of MIS/IT, or Federal Program Director. The CONTRACTOR shall receive assignments collaboratively from the Director of Federal Programs, Director of Media and Technology, and the Superintendent to ensure maintenance and imaging of all district-owned digital equipment are being made ready for classroom and administrative use to support the digital operations of the Title I project. The CONTRACTOR will submit a time and effort sheet that can be used to verify time spent working on digital equipment either on or offsite for the Gadsden County Title I schools. The CONTRACTOR agrees to meet with any district personnel requested by RECIPIENT to ensure that work is responsive to district needs.

The CONTRACTOR agrees that all data relating to RECIPIENT'S business affairs and other information identified as confidential by RECIPIENT remain confidential information of the RECIPIENT. Any other information identified as confidential by CONTRACTOR, is confidential information of CONTRACTOR. Each party shall use confidential information of the other party

which is disclosed to it only for the purposes of this contract and shall not disclose such confidential information to any third party, without the other party's prior written consent, other than to each other's employees on a need-to-know basis.

ARTICLE 3. DURATION OF AGREEMENT

This AGREEMENT shall begin on July 1, 2018 and end on June 30, 2019 contingent upon the approval by school board and contingent upon approval and funding by the Florida Department of Education. The contract will be renewed annually by written agreement between the CONTRACTOR and the RECIPIENT based on Superintendent, School Board, and supervisors' approval; satisfactory performance; and available funding.

ARTICLE 4. DEFINITIONS

Term	Definition
-------------	-------------------

Advance	Means a payment made by Treasury check or other appropriate payment mechanism to a CONTRACTOR or CONTRACTOR upon its request either before outlays are made by the CONTRACTOR or through the use of predetermined payment schedules.
----------------	--

Award	Means financial assistance that provides support or stimulation to accomplish a public purpose.
--------------	---

CONTRACTOR	Means the legal entity to which a sub-award is made and which is accountable to the RECIPIENT for the use of the funds provided.
-------------------	--

Date of Completion	Means the date on which all work under an award or sub-award is completed or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends.
---------------------------	---

Project costs	Means all allowable costs, as established in the applicable Federal cost principles, incurred by a RECIPIENT and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
----------------------	---

Project period	Means the period established in the award document during which Federal sponsorship begins and ends.
-----------------------	--

RECIPIENT	Means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
------------------	--

Renewal	Means a continuation of the contract on an annual basis for up to three years based on continued satisfactory performance, approval of immediate supervisor, approval of senior district leadership and school board, and contingent upon available funding
----------------	---

Sub-award	Means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a RECIPIENT to an eligible CONTRACTOR or by a CONTRACTOR to a lower tier CONTRACTOR. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "award". The CONTRACTOR is not a sub-recipient of federal dollars.
------------------	---

Termination	Means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion.
--------------------	---

Working	Means a procedure whereby funds are advanced to the RECIPIENT to cover
----------------	--

Term	Definition
Capital	its estimated disbursement needs for a given initial period.

ARTICLE 5. PAYMENT

This is a professional services contract not to exceed the amount of \$66,000 (sixty-six thousand dollars) for responsibilities as outlined in this contract. In consideration for the work performed by CONTRACTOR, the RECIPIENT shall pay the CONTRACTOR at \$5,500 monthly in support of the period that the invoices cover. The CONTRACTOR will submit time and effort logs to the Director of Media and Technology to document services provided. In full and complete compensation for all services provided by CONTRACTOR under this AGREEMENT, the RECIPIENT shall pay to Lamier Technical Services the total amount of \$66,000 for services rendered as described under the Scope of Services. Checks will be made payable to Lamier Technical Services and will be sent to the agency office.

(b). The CONTRACTOR shall not pledge the RECIPIENT’S credit or make the RECIPIENT a guarantor of payment or surety for any contract, debt, obligation, judgment, lien, or any form of indebtedness.

(c). Total cost of the AGREEMENT is \$66,000.

ARTICLE 6. PUBLIC RECORDS

Where applicable, documents prepared pursuant to this AGREEMENT may be subject to Florida’s Public Records Law. Refusal of the CONTRACTOR to allow public access to such records shall constitute grounds for cancellation of this AGREEMENT.

ARTICLE 7. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the designated time period cited above subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with no more than thirty (30) days written notice specifying the effective termination date. Upon termination, the district shall be responsible for payment of all costs incurred by CONTRACTOR in the performance of the AGREEMENT prior to termination. Upon termination, all finished or unfinished documents and other material related to these services shall become the property of the RECIPIENT.

ARTICLE 8. AMENDMENTS

Any changes must be mutually agreed upon in writing by the Director of Media and Technology, the Director of Federal Programs, the Deputy Superintendent, and the designee from Lamier Technical Services. Written amendments will be incorporated into this AGREEMENT, as necessary.

ARTICLE 9. PERSONNEL and LEVEL 2 CLEARANCE

Pursuant to Florida Statutes 1012.465 Background screening requirement for certain non-instructional school district employees and contractors – non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s. 1012.32 F.S. Contractual personnel shall include any vendor, individual or entity under contract with the school board. The CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act as described in this article. The CONTRACTOR will work cooperatively with all district employees.

ARTICLE 10. NONDISCRIMINATION AND COMPLIANCE

During the performance of this contract, the CONTRACTOR agrees to work in an environment free from all forms of discrimination. The CONTRACTOR shall comply with all federal, state and

local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, disability, marital status, sexual orientation, veteran status, or age in the performance of work.

ARTICLE 11. ADMINISTRATION OF AGREEMENT

(a) The CONTRACTOR'S contract administrator and contact is Mr. Eric Rodriguez, DBA Lamier Technical Services and/or his designee.

(b) The RECIPIENT'S contract administrators and contacts are Dr. Sheantika Wiggins, Director of Media and Technology and Ms. Rose Raynak, Director of Federal Programs and/or their designees.

(c) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.

(d) This contract shall be governed by and construed under the laws of the State of Florida.

ARTICLE 12. AGREEMENT AS INCLUDING ENTIRE AGREEMENT

This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, prior negotiations, offers, representations or agreements on this subject made by either party, their agents, or employees.

CONFLICT OF INTEREST: For the duration of this AGREEMENT, the CONTRACTOR pledges that he does not have any conflict of interest. He is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with his ability to fulfill the terms of the AGREEMENT.

ARTICLE 13. DISPUTES, CONFLICTS, and ENFORCEMENT

It is mutually agreed and understood that this contract shall be governed by the laws of the State of Florida, both as to interpretation and to performance, and that any action at law, suit in equity, or judicial proceeding for the enforcement of this contract, or any provision thereof, shall be instituted and maintained in any court of competent jurisdiction in Gadsden County, Florida. Any action by a party for enforcement of this AGREEMENT shall be maintained in Gadsden County. Pending final determination of any dispute hereunder, the CONTRACTOR shall proceed diligently with the performance of this contract. This contract shall be construed and interpreted solely in accordance with the laws of the State of Florida without giving effect to the conflicts of laws or provisions thereof. Conflicts of law contained in any part of this contract shall not warrant the entire contract as voided.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Mr. Eric Rodriguez, DBA Lamier Technical Services have executed this AGREEMENT.

Mr. Eric Rodriguez, DBA
Lamier Technical Services

Date

Mr. Roger P. Milton
Superintendent of Schools

Date

Mr. Steve Scott
Chairman, Gadsden County School Board

Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: JULY 24, 2018

TITLE OF AGENDA ITEM: Agreement between Cumberland Therapy Services, LLC, and Gadsden County School Board

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

This contract will provide Psychological services (including, but not limited to assessments, evaluations, counseling, consulting, collaboration, intervention services, and support to families, school staff and administrators).

SOURCE: IDEA

AMOUNT: \$61.00 per hour

PREPARED BY: Sharon B. Thomas *SBT*

POSITION: Director of Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3 & 7

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

PROOF READ BY: *Keala R. Francis*

2018 JUN 10 PM 5:34



AGREEMENT

This Agreement is made as of May 23, 2018 and entered by and between Cumberland Therapy Services, LLC, a subsidiary of Pediatric Therapy Services, LLC (d/b/a The Stepping Stones Group), 2586 Trailridge Drive East, Suite 100, hereinafter referred to as "Contractor" and, Gadsden County School District, 35 Martin Luther King Jr. Boulevard, Quincy, FL 32351, hereinafter referred to as "School District." It is hereby agreed as follows:

FEES: Contractor agrees to provide the following services to School District and School District agrees to pay the following hourly rates for those Services:

<u>Name; Discipline</u>	<u>Bill Rate</u>
School Psychologist (C. Mathlin-Sully)	\$61.00 per hour

School District agrees to be billed (except during holidays) by Contractor for aggregate weekly hours specified in Exhibit B of this agreement; provided, however, that if any employee of Contractor is absent during any week due to illness or other personal time off and Contractor does not replace such employee during such week, the foregoing minimum amount will be reduced by the number of hours of such absence. No employee of Contractor will work above 40 hours per week without advanced authorization from both Contractor and the designated supervisor assigned by School District. Any hours worked, that are considered overtime by state or federal law will be billed at 150% of bill rate. School District will not be billed during school closures and school holidays.

When Statutory Costs and other employee costs of living increase, Contractor will pass those increases along to School District with no mark-up. School District agrees to pay such increases at the same time as any billed fees pursuant to this Agreement. Statutory Costs include any costs and expenses of Contractor that are associated with Workers Comp, FICA, FUTA, SUTA, and incremental costs associated with the Affordable Care Act (ACA), among others.

MILEAGE: To the extent applicable, travel between schools will be considered billable time and will be billed at the current IRS mileage rate. No travel will be billed when work is completed at one site.

PAYMENT TERMS: School District will be billed every two weeks via email and agrees to pay all outstanding invoices within 30 days of receipt. School District agrees and understands that School District is billed on actual hours of service provided by the Contractor's employee, based on the total hours listed on a biweekly timesheet. To ensure billing accuracy and timeliness, School District will complete Exhibit A.

A finance charge of 1.5% per month on the unpaid amount of an invoice, or the maximum amount allowed by law, will be charged on past due accounts. Payments by School District will thereafter be applied first to accrued interest and then to the principal unpaid balance. Any attorneys' fees, court costs, or other costs incurred in collection of delinquent accounts shall be paid by School District. If payment of invoices is not current, Contractor may suspend performing further work.

EMPLOYEE BENEFITS AND INSURANCE: Contractor will be responsible for providing all employee benefits and insurance including Workers' Compensation coverage.



CONFIDENTIALITY: School District agrees not to provide the content information of this Agreement to any individual or an entity that may be considered a competitor of the Contractor. School District further agrees not to discuss or disclose any information pertaining to the contents of this Agreement including but not limited to fees/costs, duration and terms, etc. to the Contractor's employee assigned to provide services to the School District. Disclosure of such information to the Contractor's employee will be considered a breach of this Agreement.

Both parties may receive information that is proprietary to or confidential to the other party or its affiliated companies and their clients. Both parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this Agreement or as required by law. No knowledge, possession, or use of School District's confidential information will be imputed to Contractor as a result of any of Contractor's employees having access to such information. The provisions set forth in the foregoing paragraph and this paragraph shall survive expiration or other termination of this Agreement, regardless of the cause of such termination.

COOPERATION: School District agrees to cooperate fully and to provide assistance to Contractor in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve any employees of Contractor.

TERMINATION: This Agreement will end on 06/20/2019 and may continue beyond this period by mutual consent. School District agrees not to terminate the Agreement until the end of the term unless (a) Contractor's employee assigned to School District as a whole is deficient in its performance of the services hereunder or (b) any member of Contractor's employee assigned to School District commits an act of professional or ethical misconduct. School District agrees to notify Contractor of any deficiencies in services or possible ethical or professional conduct as soon as School District becomes aware of such deficiencies or misconduct and further agrees to permit Contractor the opportunity to cure any deficiency or misconduct within thirty (30) days of such notice in lieu of termination of this Agreement. Contractor may terminate this Agreement (i) if School District discontinues operations or (ii) if School District fails to make any payments as required by this Agreement.

INDEMNIFICATION AND LIMITATION OF LIABILITY: To the extent permitted by law, Contractor will defend, indemnify, and hold School District and its parents, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from Contractor's breach of this Agreement; its failure to discharge its duties and responsibilities; or the gross negligence or willful misconduct of Contractor or Contractor's officers, employees, or authorized agents in the discharge of those duties and responsibilities.

To the extent permitted by law, School District will defend, indemnify, and hold Contractor and its parents, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from School District's breach of this Agreement; its failure to discharge its duties and responsibilities; or the gross negligence or willful misconduct of School District or School District's officers, employees, or authorized agents in the discharge of those duties and responsibilities.



Neither party shall be liable for or be required to indemnify the other party for any incidental, consequential, exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardless of the form of action (whether in contract, tort, negligence, strict liability, or otherwise) and regardless of how characterized, even if such party has been advised of the possibility of such damages.

As a condition precedent to indemnification, the party seeking indemnification will inform the other party within ten (10) business days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other party; and the party seeking indemnification will cooperate in the investigation and defense of any such matter.

The provisions in this section of the Agreement constitute the complete agreement between the parties with respect to indemnification, and each party waives its right to assert any common-law indemnification or contribution claim against the other party.

JURISDICTION: This agreement shall be governed by, construed, and is enforceable in accordance with the laws of the State of Colorado. Any action or proceeding relating to or arising out of this Agreement shall be commenced and heard in the State or Federal Court sitting in Colorado. Both parties hereby consent to the jurisdiction and venue of such courts.

GENERAL: No provision of this Agreement may be amended or waived unless agreed to in a writing signed by the parties.

The provisions of this Agreement will inure to the benefit of and be binding on the parties and their respective representatives, successors, and assigns.

Signed for Contractor:

Signed for School District:

Signature

Signature

Name

Summer Johnson

Name

Title

VP Client Services

Title

Date

07/10/2018

Date

Notices:

The Stepping Stones Group

2586 Drive East, Suite 100

Lafayette, CO 80026

Phone: (800) 337-5965

Notices:

Gadsden County School District

35 Martin Luther King Jr. Blvd

Quincy, FL 32351

Phone: 850-627-9651



EXHIBIT A: BILLING INFORMATION FORM

To be completed and submitted with Agreement

School District/ Facility Name:			
A/P Contact Name and Title:			
A/P Mailing Address:	Address 1: .		
A/P Mailing Address: A/P Email Address <i>(note: all invoices will be emailed, unless instructed below):</i>	Address 2: .		
	City: .		
	. State: .	Zip: .	
A/P Phone Number:			
A/P Fax Number:			
Special Billing Instructions:			



EXHIBIT B:
ASSIGNMENT CONFIRMATION

A copy of this Exhibit B to be completed for each employee assigned by Contractor to School District and incorporated by reference into the Services Agreement.

Employee Assignment Information:

Employee's Name:	Charlene Mathlin-Surry
Discipline:	School Psychologist
Billable Hours/Week:	40 hours per week
Bill Rate:	\$61.00
Additional Info:	200 days

School District Title

Name Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: July 24, 2018

TITLE OF AGENDA ITEM: Contracted Music Therapy with Hakeem Leonard, MT-BC of Healing Hearts

DIVISION: Exceptional Student Education

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

PURPOSE AND SUMMARY OF ITEM:

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

FUND SOURCE: **IDEA**
AMOUNT: **\$25,000.00**
PREPARED BY: Sharon B. Thomas *SBT*
POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

Summary for
Revised 0591

Proof read by: *Keala R. Francis*

2018 JUL 10 PM 1:05

CONTRACT

Contract for Music Therapy Services

Dates of Services: August 13, 2018 through May 31, 2019

Services Provided for Gadsden County Schools:

Each Music Therapy session will be designed by Music Therapist-Board Certified (MT-BC), according to student or group's referred and assessed needs, taking into account consultation and recommendations of teachers and staff. MT-BC will create a music therapy treatment plan both by group (for group sessions) and by individual (for individual sessions). Documentation will be taken for each music therapy session on music therapy documentation forms. Feedback, in the form of documentation and/or verbally, will be provided to teachers and staff at the school and district level at end of the year and the end of the semester (by request) to show progress in reaching goals/objectives.

Healing Hearts will be contracted for two (2) full days per week and an additional 2 hours (as added billed hours on full days or on a separate day). One full day of music therapy services will consist of 5 hours of work, including direct student contact, preparation, and documentation (see Appendix I for details). The first two weeks of school, MT-BCs will conduct music therapy assessments, observations, and teacher meetings for music therapy groups. MT periodic reassessment, such as seeking out IEP plans and/or functional goals to identify music therapy goals and observation of students in the natural school setting, will also be included within work time, when necessary to perform such tasks. When implementing services, each day of music therapy will be broken down into an average of 4 hours of direct student contact and 1 hour of preparation and documentation time. Healing Hearts must turn in sign-in sheets (with signatures of a school representative and the music therapist facilitating services) and an invoice in order to receive payment, with the exception of the following provisions:

The MT-BCs reserve the right to complete documentation and planning, follow-up emails with teachers and/or administration, away from the school sites when school-mandated scheduling interferes with the scheduling of music therapy services. This will not effect direct student contact hours. Proof of this provision will be the documentation. This work will also be reflected on the invoice.

Up to two (2) full days at the beginning of the school year and two (2) full days at the end of school year will be allotted Healing Hearts to bill while doing work from home. The purpose of these days is to produce initial/beginning of the year treatment plans and to produce final/end of the year documentation, respectively. Any request for formal mid-year documentation will also be billed for an additional two (2) half-days. Proof of this provision will be the document. This work will also be reflected on the invoice.

Healing Hearts Music Therapy requests a 24-hour notice for cancellations of sessions (due to field trips, etc.) or school will be billed. A minimum of 2.5 hours will be billed to East Gadsden County High or Stewart Street (on full day at one school) or 1 hour at Shanks, Stewart Street, Monroe (on partial days at one school) or if the MT-BC arrives on campus to provide services and groups/classes/individual is not able to be seen or cancels without notification. If the MT-BC needs to cancel the school will not be billed.

Provision of access to records which are directly pertinent to this contract will be given to the Gadsden County School District, the Comptroller General of the United States, and the Federal Grantor agency, or any of their duly authorized representatives for the purpose of making audit transcriptions.

All student records will be retained for three years after final payment and all other pending matters are completed.

Liability:

Healing Hearts shall hold harmless, indemnify and defend the indemnities against any claim, action, loss, damage, injury, liability, cost or expense of whatsoever kind or nature including, but not limited to attorneys fees and costs arising out of bodily injury to persons including death or damage to tangible property arising out of or incidental to the performance of the Contract (including goods and services provided thereto) by or on behalf of Healing Hearts, whether or not due to or caused in part by the negligence or culpability of the indemnity. The following shall be deemed to be indemnities: The School Board of Gadsden County, Florida, and its members, officers and employees.

Within five (5) days of the School Board approving this agreement, Healing Hearts representatives shall provide proof of the following insurance coverage indicated:

Professional Liability Insurance

Fee Schedule:

The music therapist will deliver *up to two (2) days per week at a rate of \$290.00 per day or \$58 per hour plus additional two (2) hours at \$58 per hour.* Assignment of students/sessions will result from collaborative effort by the school site and the district office.

Contract valid for dates of services specified above but may be discontinued by either party with 30 days prior written notice.

Signature of Owner

_____ **Hakeem Leonard, PhD, MT-BC** _____ **Date**

Official Address:

Healing Hearts Music Therapy, LLC
1106D Thomasville Rd.
Tallahassee, FL 32303

Phone:
(706) 593-4524

Signature of Approval:

_____ **Gadsden County Superintendent of Schools** _____ **Date**

Appendix I

Based on services provided last year and new planned services for this year, Healing Hearts will be providing services to the following (below). While the classes provided and the overall services will reasonably stay the same, there may be some change in the specific classes schedule seen on a particular day based on logistic ability of the therapist and best interest of students as defined by therapists with input from teachers:

Day 1:

- 4 hours of therapy time split between 4 self-contained classes and individual sessions (as needed)
- 1 hour of set-up/travel/documentation/planning

Day 2:

- Music therapist is serving 3 self-contained classes with all elementary school aged children
- Music Therapist is serving 2 self-contained classes at the middle school
- 4 hour of therapy services
- 1 hour of set-up/travel/documentation/planning

Additional Hours (2 hours):

- Addition of 1 hour of services at Stewart Street Elementary for ESE preschool students for early intervention services
- Addition of 1 hour of services at George Monroe Elementary for ESE students (Spec. Ed. Director will identify (2) classes with largest need
- Will occur as added billed hours on full days (shown above) or on a separate day

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7e

Date of School Board Meeting: July 24, 2018

TITLE OF AGENDA ITEM: MEMORANDUM OF UNDERSTANDING - ELDER CARE SERVICES FOSTER GRANDPARENT PROGRAM AND GADSDEN COUNTY SCHOOL BOARD

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

The Gadsden County School Board has an agreement with Elder Care Services Foster Grandparent Program to maintain Fifty-six (56) Foster Grandparent volunteers, and FOUR (4) or more Foster Grandparent Volunteers to work with Pre-K ESE students with disabilities at various school settings.

FUND SOURCE: **IDEA - Federal Funded**

AMOUNT: **\$58,800.00 FOR TEN MONTHS (\$5,880.00 PER MONTH)
\$6,000.00 FOR TEN MONTHS (\$600.00 PER MONTH)**

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper .

summary.for
revised 0591

Proof read by: *Karla R. Francis*

2018 JUN 10 PM 1:05



Memorandum of Understanding

Elder Care Services, Inc., Foster Grandparent Program enters into this agreement with the Gadsden County School Board (hereafter referred to as the Station) for the purpose of providing its Volunteers with meaningful service opportunities with clients of the Station. All services expected must conform to the regulations governing the National Foster Grandparent Program as published in the Federal Register.

This agreement shall be in effect for the school year period beginning August 1, 2018 and ending July 31st, 2019 unless otherwise requested.

Each party has designated the following persons to serve as liaison for their respective organizations and all formal communications shall be conducted with their knowledge.

Station Representative:	<u>Sharon Thomas</u>
Position Held:	<u>Program Director</u>
Program Representative:	<u>Tiffane Zanders</u>
Position Held:	<u>Volunteer Coordinator</u>

Section I

Elder Care Services, Inc., Foster Grandparent Program agrees to:

1. Designate a Program Coordinator to serve as liaison with the Station.
2. Recruit, interview and enroll volunteer(s) to maintain **FIFTY-SIX (56) IN SCHOOL** volunteer position(s) and **FOUR (4) PRE-K/HEADSTART** volunteer positions at the Station. The volunteer(s) will provide services as directed by the Station to clients assigned to them by Station staff.
3. Provide not less than 40 hours of orientation and training – of which 20 hours must be pre-service orientation – and an average of 4 hours monthly of in-service training. Provide orientation to volunteer station staff prior to placement of volunteers and at other times as needed
4. Work with the Station supervisor of the volunteer(s) regarding the volunteers' interactions with clients according to criteria and procedures to be jointly agreed upon by the Station and the Program (Assignment Plan). It is understood that the Station has the authority to direct, schedule, instruct, and coordinate the activities of all volunteers assigned to it.
5. Prior to placement, all Foster Grandparent (FGP) Volunteers will be pre-screened in accordance with federal and state guidelines, including: National Sexual Offender Public Website (NSOPW) and Level II Criminal History Checks in accordance with the Corporation for National Service Guidelines. If sites are



required to conduct background checks or rechecks specific to Florida Statutes that govern their station it is the sole responsibility of the station to conduct these checks. Personal references and prior employment may be checked if needed.

6. Furnish adequate accident and liability insurance coverage as required by the Senior Service Corps guidelines.
7. Arrange physical examinations for all volunteers, initially prior to assignment, and annually thereafter.
8. In cooperation with the Program Advisory Council arrange, for appeal procedures to resolve problems arising between volunteers, the Station and/or the Program.
9. Retain full responsibility for the management and fiscal control of the project.
10. Ensure a written Letter of Agreement is signed authorizing in-home service by the volunteer(s). Ensure a plan specifying activities to be performed by the volunteer is current.
11. Provide the Station with a Statement of Service on a monthly basis.
12. Monitor travel site expense to ensure that transportation costs are incurred through volunteer assignments and volunteer service. Provided there are sufficient funds available, project funds cover a limit of \$89 (200 miles @ 44.5 cents per mile) per volunteer per month.
13. Establish a probationary period of three (3) months or 90 calendar days within which newly assigned volunteers shall be evaluated as to their performance. Acceptance of an assigned volunteer beyond this period shall constitute an agreement of satisfactory performance unless otherwise communicated in writing prior to the end of this probationary period.

SECTION II

The Station agrees to:

1. Designate Station Representative (above) to act as liaison with the Program.
2. Designate a person to supervise the day-to-day activities of the volunteer(s) and evaluate their performance. Assist in documenting performance problems of the volunteer and work with Program staff on determining and implementing corrective disciplinary procedures.
3. Inform the Program of the Station's acceptance of a volunteer at the end of the three (3) months probationary period. Further, the station should notify the Program of problems with the performance of any volunteer during the probationary period or at any time necessary for the satisfactory delivery of services to Station clients.
4. Direct and arrange schedules for the volunteer(s) that utilizes their skills and training.



5. Provide for adequate health and safety protection of volunteers. In consultation with the Program, make investigations and reports regarding accidents and injuries involving volunteers.
6. Assist the Program staff in responding to emergencies that may occur when volunteers are on duty.
7. Assist the Program in developing and implementing the necessary record keeping and communications systems required by both parties.
8. Collect and validate appropriate volunteer reports for submission to the Program, i.e., time sheets, travel vouchers, Assignment Plans, Outcome Forms, evaluations, etc.
9. Develop or utilize existing Assignment Plans with specific goals and objectives for services to each Station client.
10. Inform the Program in a timely fashion of problems that may develop between volunteers and Station staff or Station clients.
11. Allow the Program staff access to volunteer sites or client information as necessary in the conduct of the Program's monitoring responsibility, within the confidentiality restrictions imposed by the Station.
12. Facilitate each volunteer first visit when assigned to a new Station client.
13. Participate in training for teachers or other Station staff conducted or sponsored by the Program to improve the delivery of services to Station clients and to improve the communication and the relationship between the parties concerned.
14. Assist in recruitment, orientation instruction and other project related activities to enhance services to Station clients.
15. Have the right to request the Program to reassign the volunteer at any time.
16. Provide donation/in-kind contribution(s) of non-federal funds for share of cost to the Program:

<u>Volunteer Support</u>	<u>\$5,600.00/month (56 @ \$100.00 per month) for K-12 Schools</u>
<u>Volunteer Support</u>	<u>\$400/month (4 @ \$100 per month) for Pre-K/HeadStart</u>

17. Ensure that Foster Grandparents serve in a volunteer capacity and verify that they will not displace paid or contracted employees.
18. Maintain programs and activities to which Foster Grandparents are assigned are accessible to persons with disabilities, limited English proficiency, and provide reasonable accommodations to allow participation. The Volunteer Station will maintain the programs and activities to which Foster



Grandparents volunteers are assigned accessible to persons with disabilities (including mobility, hearing, vision, mental, and cognitive impairments or addictions and diseases) and/or limited English language proficiency and provide reasonable accommodation to allow persons with disabilities to participate in programs and activities

19. The volunteer station will not discriminate against Foster Grandparents on the basis of race, color, national origin, limited English proficiency, sex, sexual orientation, age, political affiliation, religion, or disability or on the basis of disability, if the volunteer is a qualified individual with a disability.
20. The station verifies that it is a public agency, secular or faith-based private non-profit organization, or proprietary health care organization that accepts the responsibility for assignment and supervision of Foster Grandparents. Each volunteer station must be licensed or otherwise certified, when required, by the appropriate state or local government.
21. Volunteers are prohibited from engaging in political activities while on duty or resulting in identification or involvement of the volunteer project with the political activity. Prohibited political activities include: electoral activities, voter registration, voter transportation to polls, and efforts to influence legislation and labor or anti-labor organizations or related activities.
22. Volunteers may not give religious instruction, conduct worship services, or engage in any form of religious practice while on duty.
23. Elder Care Services and its employees, nor any volunteer station, may request or receive compensation from the beneficiaries of Senior Corps volunteers. No volunteer can receive a fee for service from the service recipients, their legal guardians, members of their families, or friends.

SECTION III

The Program and Station mutually agrees:

1. Termination at will.

This Agreement may be terminated by either party upon no less than thirty (30) days written notice with or without cause.

2. It is understood that the volunteer assignments are not contingent upon a voluntary donation from the station or upon a prescribed amount of donation.
3. Re-negotiation or modification.

Modifications of provisions of this Agreement shall only be valid when they have been reduced to writing and duly signed. The parties agree to re-negotiate this Agreement if Federal and/or State revision of any applicable laws or regulations make changes in this agreement necessary.



If the number of volunteers stated in this contract remains inaccurate for four or more months, an addendum should be signed to adjust the amount of volunteers to a more consistent and mutually agreeable number.

4. Special Provisions: NONE

IN WITNESS THEREOF, the parties hereto have caused this Agreement to be executed by their undersigned officials as duly authorized.

Elder Care Services, Inc.
Senior Volunteer Programs

Station

BY: Jocelyne Fliger
 SIGNATURE: *Jocelyne Fliger*
 TITLE: Director of Volunteers & Engagement
 ADDRESS: 2518 W. Tennessee St.
Tallahassee, FL 32304
 DATE: _____

BY: _____
 SIGNATURE: _____
 TITLE: _____
 ADDRESS: _____

 DATE: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7f

Date of School Board Meeting: July 24, 2018

TITLE OF AGENDA ITEM: VISION SERVICES FOR EXCEPTIONAL STUDENTS

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

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

FUND SOURCE: **FEFP Dollars**

AMOUNT: **\$25,000.00(est.)**

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 8

CHAIRMAN'S SIGNATURE: page(s) numbered 8

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

summary.for
revised 0591

Proof read by: *Keala R. Francis*

2018 JUL 10 PM 1:05

This AGREEMENT is made as of **July 1, 2018** by and between the School Board of Gadsden County, Florida ("GCSB"), and **Palazesim, LLC**, ("Individual"), (hereinafter "Contractor.").

WITNESSED:

WHEREAS, GCSB operates schools and educational institutions and is in need of qualified, experienced

Certified Teacher of the Visually Impaired and Orientation and Mobility Specialist, to provide **direct instruction and consultation** services for GCSB, **for qualified students identified as visually impaired under the Individuals with Disabilities Education Act (IDEA)**; and

WHEREAS, Contractor employs qualified and/or duly licensed **Certified Teacher of the Visually Impaired and Orientation and Mobility Specialist** with experience in providing **Instruction in the area of visual impairments and orientation and mobility for qualified students**; and

WHEREAS, GCSB desires to engage Contractor to provide such services for GCSB and Contractor is willing to provide such services for GCSB.

NOW, THEREFORE, in consideration of the premises and the mutual covenants herein set forth, the parties agree as follows:

1. ENGAGEMENT; RESPONSIBILITIES OF CONTRACTOR

A. SERVICES: GCSB hereby engages Contractor to provide **Instruction in the area of visual impairments and orientation and mobility for qualified students** for GCSB as requested by GCSB, and Contractor hereby accepts such engagement and agrees to provide said services in accordance with the terms of this Agreement and Exhibits A and B, which exhibits are hereby incorporated in and made a part of this Agreement. Contractor shall provide said services individually or through employees and/or independent contractors of Contractor ("Contractor Staff") who are qualified and appropriately licensed and/or certified to perform all functions assigned to them by Contractor in connection with the provision of services by Contractor hereunder.

B. DOCUMENTATION: Contractor shall submit to GCSB, on a monthly basis, appropriate documentation of services provided hereunder. Such documentation shall be in the form and shall contain the information requested by GCSB.

2. REPRESENTATIONS AND WARRANTIES.

Contractor represents and warrants to GCSB, upon execution and throughout the term of this Agreement, as follows:

A. Contractor is not bound by any agreement or arrangement which would preclude it from entering into, or from fully performing the services required under, this Agreement;

Margot Palazesim

B. To the best of Contractor's knowledge, none of the Contractor's staff associated with this Agreement has ever had his or her professional license or certification denied, suspended, revoked, terminated, voluntarily relinquished under threat of disciplinary action, or restricted in any way, either in the State of Florida or in any other jurisdiction.

C. Contractor and Contractor Staff shall perform the services required hereunder in accordance with:

1. all applicable federal, state, and local laws, rules, and regulations;
2. all applicable policies of: GCSB;
3. all applicable Bylaws, Rules, and Regulations of GCSB;

D. Contractor has, and shall maintain throughout the term of this Agreement, all appropriate federal and state licenses and certifications which are required in order for Contractor to perform the services required of Contractor under this Agreement; and

E. Each member of the Contractor Staff working under this Agreement has, and shall maintain throughout the term of this Agreement, all appropriate federal and state licenses and certifications which are required in order for said staff to perform the functions, assigned to him or her by Contractor in connection with Contractor Staff's provision of services under this Agreement; and

F. All Contractor Staff working under this Agreement shall comply with all applicable terms of this Agreement.

3. INDEPENDENT CONTRACTOR

A. In performing the services herein specified, Contractor is acting as an independent contractor, and neither Contractor nor any staff shall be or be considered employees of GCSB. Neither Contractor nor any Contractor staff shall be under the control of GCSB as to the manner by which results are accomplished, but only as to the results of Contractor's work. It is agreed and acknowledged by the parties that, as an independent contractor, Contractor Staff retain the right to contract with and provide **Instruction in the area of visual impairments and orientation and mobility for qualified students** and services to entities and individuals other than GCSB and its students, and nothing in this Agreement shall be interpreted as limiting or restricting in any way Contractor's right to do so.

B. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the parties hereto, and nothing herein contained shall be construed to authorize either party to act as agent for the other.

C. Contractor shall be liable for its own debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes and benefits with respect to all Contractor Staff. Contractor hereby expressly agrees to provide GCSB with proof of payment of such taxes in the event such is requested by GCSB by federal or State tax authorities. Any such proof will be provided directly to GCSB's counsel for delivery to tax authorities in order to preserve the confidentiality of such records.

D. Neither Contractor nor any Contractor Staff shall be subject to any GCSB policies solely applicable to GCSB's employees, except policy directly related to vendors and contractors.

4. TERM

The Initial Term of this Agreement shall be for a period of **12 months, commencing July 1, 2018** and ending **June 30, 2019** unless sooner terminated as provided herein. At the end of the Initial Term and each Renewal Term (as hereinafter defined), if any, this Agreement may be renewed for an additional term, ("Renewal Term"), but only upon mutual written agreement of the parties.

5. COMPENSATION

For the services rendered pursuant to this Agreement, Contractor shall be paid by GCSB, as and for its sole compensation hereunder, the amounts listed in Exhibit B attached hereto, which Exhibit is hereby incorporated by reference into, and made a part of, this Agreement. The Contractor and Contractor staff shall be responsible for payment of Contractor and Contractor staff expenses relating to the performance of duties hereunder, including expenses for travel and similar items. Notwithstanding the foregoing, no compensation shall be payable to Contractor for any services for which Contractor has not submitted the documentation required under Paragraph I(B) of this Agreement.

6. BILLING

Contractor shall bill GCSB for services provided hereunder on the finance billing schedule following the services are rendered. Each invoice shall be in the form, and contain the information, requested by GCSB, and GCSB shall pay each invoice within **thirty (30) days** after receipt thereof by GCSB. GCSB shall not be required to pay for any services for which Contractor does not provide a proper invoice.

7. CONFIDENTIALITY

Contractor recognizes and acknowledges that, by virtue of entering into this Agreement and providing services hereunder, Contractor and Contractor Staff may have access to certain confidential information, including confidential student information and personal health information ("PHI"). Contractor agrees that neither it nor any Contractor Staff will at any time, either during or subsequent to the term of this Agreement, disclose to any third party, except where permitted or required by law or where such disclosure is expressly approved by GCSB in writing, any confidential student information, PHI or other confidential information, and Contractor and all Contractor Staff shall comply with all Federal and State laws and regulations, and all GCSB rules, regulations, and policies regarding the confidentiality of such information. Without limiting the generality of the foregoing,

Contractor shall comply with the Health Insurance Portability and Accountability Act. Contractor may not use or further disclose Personal Health Information ("PHI") other than as permitted or required by law or this Agreement. In addition, Contractor shall:

A. Report to GCSB any impermissible use or disclosure of PHI.

B. Ensure that any agents, including subcontractors to whom it provides PHI created or received from GCSB agrees to the same restrictions or conditions that apply to Contractor.

C. Make PHI available in accordance with HIPAA Privacy Rules.

D. Make PHI available for amendment and incorporate amendments into PHI in accordance with HIPAA rules.

E. Make available the information required to make an accounting of disclosures under the applicable HIPA law and regulations.

F. Make its internal practices, and any information related to the use and disclosure of PHI received from, or created or received by Contractor, available to applicable governmental entities.

G. Upon termination of the contract, if feasible, return or destroy any and all PHI received from or created or received by the Contractor in performance of this Agreement.

RECIPROCITY OF FLORIDA SCHOOL I.D. BADGES: If contractor has a Level II clearance registered with another Florida school district, they may be able to obtain a Gadsden County School Board vendor I.D. badge.

9. AUDITS, RECORDS, AND RECORDS RETENTION:

The GCSB or its representative reserves the right to inspect and/or audit all the Contractor's documents and records as they pertain to the products and services delivered under this Agreement. Such rights will be exercised with notice to the Contractor to determine compliance with and performance of the terms, conditions and specifications on all matters, rights and duties, and obligations established by this Agreement. Documents/records in any form shall be open to the GCSB representative and may include but are not limited to all correspondence, ordering, payment, inspection and receiving records, and contracts or sub-contracts that directly or indirectly pertain to the transactions between the GCSB and the Contractor in order:

A. To establish and maintain books, records, and documents (including electronic storage media) in accordance with generally accepted accounting procedures and practices, which sufficiently and properly reflect all revenues and expenditures of funds provided by the GCSB under this Agreement.

B. To retain all Contractor records, financial records, supporting documents, statistical records, and any other documents (including electronic storage media) pertinent to this Agreement for a period of five (5) years after termination of the Agreement, or if an audit has been initiated and audit findings have not been resolved at the end of five (5) years, the records shall be retained until resolution of the audit findings or any litigation which may be based on the terms of this Agreement.

C. That completion or termination of the Agreement and at the request of GCSB, the Contractor will cooperate with GCSB to facilitate the duplication and transfer of any said records or documents during the required retention period as specified in paragraph A above.

D. To assure that these records shall be subject at all reasonable times to inspection, review, or audit by Federal, state, or other personnel duly authorized by the GCSB.

E. That persons duly authorized by the GCSB and Federal auditors, pursuant to 45 CFR, Part 92.36 (l) (10), shall have full access to and the right to examine any of Contractor's related records and documents, regardless of the form in which kept, at all reasonable times for as long as records are retained.

F. To include these aforementioned audit and record keeping requirements in all approved subcontracts and assignments.

10. INDEMNIFICATION

Contractor shall indemnify and hold harmless GCSB from and against any and all claims, liabilities, damages, and expenses including, without limitation, reasonable attorneys' fees, incurred by GCSB in defending actions brought against it arising out of or related to the acts or omissions of Contractor, its agents, officers, or employees in the provision of services or performance of duties by Contractor pursuant to this Agreement.

11. INSURANCE

Contractor shall secure and maintain at all times during the term of this Agreement, at Contractor's sole expense, comprehensive general liability insurance in an amount not less than \$1,000,000 with limits for bodily injury and property damage combined in the amount of \$100,000 per person, \$200,000 per occurrence, with a reputable and financially viable insurance carrier. **GCSB shall be named as an additional insured on Contractor's general liability policy.** Such insurance shall not be cancelable except upon thirty (30) days written notice to GCSB. Contractor shall provide GCSB with a certificate evidencing such insurance coverage and agrees to notify GCSB immediately of any material change in any insurance policy required to be maintained by Contractor hereunder.

12. TERMINATION

A. TERMINATION WITHOUT CAUSE. Either party may terminate this Agreement without cause by giving the other party at least thirty (30) days prior written notice.

B. TERMINATION FOR BREACH. Either party may terminate this Agreement upon breach by the other party of any material provision of this Agreement, provided such breach continues for fifteen (15) days after receipt by the breaching party of written notice of such breach from the non-breaching party.

C. IMMEDIATE TERMINATION BY GCSB. GCSB may terminate this Agreement immediately by written notice to Contractor (such termination to be effective upon Contractor's receipt of such notice) upon the occurrence of any of the following events:

1. the denial, suspension, revocation, termination, restricting, relinquishment, or lapse of any license or certification required to be held by Contractor or Contractor Staff in the State of Florida, or
2. conduct by Contractor or any member of Contractor Staff which affects the quality of services provided to GCSB or the performance of duties required hereunder and which would, in GCSB's sole judgment, be prejudicial to the best interests and welfare of GCSB or its students;
3. breach by Contractor or any member of Contractor Staff of the confidentiality
4. failure by Contractor to maintain the insurance;
5. failure to comply associated background screening procedures

D. EFFECT OF TERMINATION. As of the effective date of termination of this Agreement, neither party shall have any further rights or obligations hereunder except for rights and obligations accruing prior to such effective date of termination, or arising as a result of any breach of this Agreement

13. ARBITRATION

The parties may mutually agree to resolve any dispute or controversy arising under, out of or in conjunction with, or in relation to, this Agreement, or any amendment hereof, of the breach hereof, through arbitration in Gadsden County, Florida, in accordance with the rules of the American Arbitration Association and applying the laws of the State of Florida. Any award rendered by the arbitrator shall be final and binding upon each of the parties, and judgment thereon may be entered in any court having jurisdiction thereof. The arbitration costs shall be borne equally by both parties, however, each party shall bear its own expenses. During the pendency of any such arbitration and until final judgment thereon has been entered, this Agreement shall remain in full force and effect unless otherwise terminated as provided hereunder.

14. ENTIRE AGREEMENT; MODIFICATION

This Agreement contains the entire understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement.

15. GOVERNING LAW

This Agreement shall be construed in accordance with the laws of the State of Florida and venue shall be in Gadsden County, Florida.

16. COUNTERPARTS

This Agreement may be executed in one or more counterparts, all of which together shall constitute only one Agreement.

17. NOTICES

All notices hereunder by either party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by Federal Express or Express Mail, and shall be deemed to have been duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to GCSB: The School Board of Gadsden County, Florida, Quincy, Florida 32351

Contractors Full Name: Palazesim,LLC

Name of additional individual

Margot A. Palazesi-Dietrich

Address **936 Hill Roost Road**

City/State/Zip: **Tallahassee, Florida 32312**

or to such other persons or places as either party may from time to time designate by written notice to the other.

18. WAIVER

A waiver by either party of a breach or failure to perform hereunder shall not constitute a waiver of any subsequent breach or failure. A waiver of the insurance requirements (Insurance) does not relieve the Contractor of the provisions listed Indemnification.

19. CAPTIONS

The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

20. ASSIGNMENT; BINDING EFFECT

Contractor shall not assign or transfer, in whole or in part, this Agreement without the prior written consent of GCSB, which consent shall not be unreasonably withheld. Any assignment or transfer by Contractor without such consent shall be null and void. This Agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, representatives, successors and permitted assigns.

21. FORCE MAJEURE

Either party shall be in default by reason of failure in performance, if such failures arise out of causes reasonably beyond its control, including but not limited to strikes, lockouts, war, epidemics, fire, embargoes, acts of God, default of common carriers, or inaction of governmental authorities.

22. SEVERABILITY

In the event any part of this Agreement is held to be unenforceable, such holding shall not invalidate or render unenforceable any other provision hereof or the Agreement as a whole. IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

ATTEST: The School Board of Gadsden County, Florida

PRINCIPAL/DEPARTMENT HEAD SIGNATURE:

BY CONTRACTOR:

_____ *Margot Palazesi* _____

EXHIBIT A

CONTRACTOR FEID NUMBER: 81-3158104

INDIVIDUAL SOCIAL SECURITY NUMBER: 267-13-2438

EXHIBIT B

Scope of services to be Provided

Instruction in the area of visual impairments and orientation and mobility for qualified students

Fee Schedule

Up to 10 hours a week at \$60.00/hour.



**Century Surety
Company**

550 Polaris Parkway
Suite 300
Westerville, Ohio 43082
614-895-2000
www.centurysurety.com

CERTIFICATE OF INSURANCE

Named Insured: Palazes, Margot A
Address: Palazesim,LLC
City, State Zip: 936 Hill Roost Rd Tallahassee, Florida 32312

This Certificate is provided only for information purposes and confers no rights upon the certificate holder. It does not amend, extend, reduce or otherwise alter the coverage afforded by the policy shown below, nor does it constitute a contract between this insurance company, or its authorized representative or producer, and the certificate holder.

IMPORTANT: If the Certificate holder is an additional insured, the policy must be endorsed.

PRODUCER: Name: Richard F. Jones Jr., Agent/Broker Address: 3130 Broadway City, State Zip: Kansas City, Missouri 64111	POLICY NO.: PED0918037 Policy Effective Date: 07-06-18 Policy Expiration Date: 07-06-19 Tab No.: 058426
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COVERAGES: This certifies that the policy of insurance shown below was issued to the Named Insured above for the policy period stated herein, commencing with the policy effective date and concluding with the policy expiration. The insurance afforded by the policy is subject to all the terms, exclusions and conditions of such policy in spite of any requirement, term or condition of any other contract or document with respect to which this Certificate may pertain. The Limit of Liability shown below may have been reduced by paid **Claims**.

<p align="center">Private Educators Professional Liability (Claims Made)</p> <p>Limit of Liability: \$ 1,000,000.00 Per Claim Limit of Liability \$ 3,000,000.00 Aggregate Limit for all Claims</p> <p>Deductible: \$ 250.00</p>	<p align="center">Off Premises Liability</p> <p>Limit of Liability: \$ Per Claim Limit of Liability \$ Aggregate Limit for all Claims</p> <p>Deductible: \$</p>
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<p align="center">CERTIFICATE HOLDER</p>	<p>Cancellation: In the event the above described policy is cancelled before the expiration date shown above, notice of cancellation will be delivered in accordance with the policy provisions.</p>
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Date Issued: 06-25-18


 Authorized Representative

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7g

DATE OF SCHOOL BOARD MEETING: July 24, 2018

TITLE OF AGENDA ITEM: **Gadsden County School District's
Mental Health Allocation Plan**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

The Gadsden County School District's Mental Health Allocation Plan provides a continuum of services for mental health needs of students. The continuum provides a systemic approach to identifying, assessing, diagnosing, intervention, treatment, and monitoring recovery of our students. Even though Mental Health is currently part of the District's provision of services, SB7026 mandates school safety teams to provide services in school-based settings and strengthen the ability of schools to respond to student and family needs directly.

SOURCE: **Safe School Mental Health Assistance Allocation**

AMOUNT: **\$207, 536.00**

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

POSITION: **Director of Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

PROOF READ BY: *Regina Herring*

THE SCHOOL BOARD OF GADSDEN COUNTY
MENTAL HEALTH ALLOCATION PLAN



“Putting Children First”

Roger P. Milton, Superintendent

Developed: July, 2018



"Putting Children First"

THE SCHOOL BOARD OF GADSDEN COUNTY

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

Roger P. Milton
Superintendent

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Budget Allocation	Pages 18-19

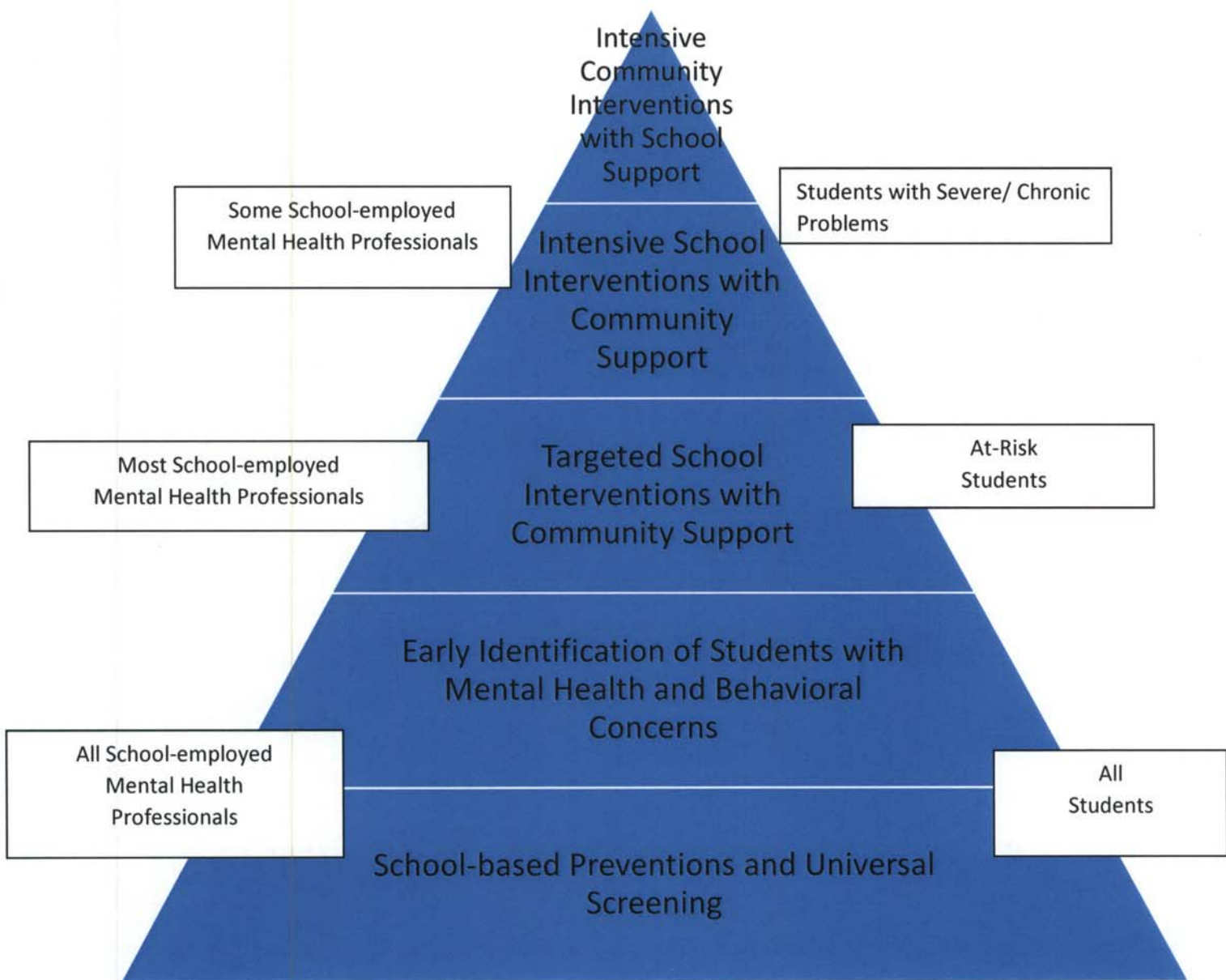
Introduction

“School mental health services are essential to creating and sustaining safe schools. Increase access to mental health services and supports in schools is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem-solving skills. Additionally, in the aftermath of a crisis, school-employed mental health professionals provide support that facilitate the return to normalcy, are sustainable, and can help to identify and work with students with more intense or ongoing needs “(National Association of School Psychologists).

Based on research and data, mentally healthy children are more successful in school and life. The National Association of School Psychologists reports that: “Good mental health is critical to children’s success in school and life. Research demonstrates that students who receive social–emotional and mental health support achieve better academically. School climate, classroom behavior, on-task learning, and students’ sense of connectedness and well-being all improve as well. Mental health is not simply the absence of mental illness but also encompasses social, emotional, and behavioral health and the ability to cope with life’s challenges. Left unmet, mental health problems are linked to costly negative outcomes such as academic and behavior problems, dropping out, and delinquency.”

The Gadsden County School District has developed a tiered continuum of services for mental health needs of students. The continuum provides a systemic approach to identifying, assessing, diagnosing, intervention, treatment, and monitoring recovery of our students. The Mental Health continuum is inclusive of collaborative relationships with community agencies. Identification of students who may need to advance through the mental health continuum can and should come from a multitude of entry points including but not limited to:

- Their peers
- Parents/Guardians
- Teachers, deans, nurses, and other school staff
- Registration questionnaire as required by SB 7026
- Disciplinary action required by SB 7026 to include a referral for mental health screening
- Community Connection such as faith-based leaders, etc.
- Court system as defined in SB 7026
- Baker Act



Gadsden County Schools Continuum of Mental Health Services

Delivering Evidence-based Mental Health Services

Awareness Prevention Efforts that Address Mental Health and Substance Abuse Issues at Tier 1

TIER 1 refers to Universal Interventions (for all students in all settings)		
TRAINING	TARGET GROUP	PURPOSE
Bullying, Harassment, Mental Health Awareness, Substance Abuse, Student Code of Conduct Policies	Teachers, Students, Parents, Community	To ensure that all stakeholders are aware of district policies and efforts to provide a safe learning environment
Youth Mental Health First Aid	All school and district personnel	To introduce participants to the unique risk factors and warning signs of mental health problems in adolescents, including anxiety, depression, psychosis, eating disorders, substance use disorder, ADHD and other disruptive behavior disorders.
Restorative Practices	Administrators, Teachers, School Personnel	To train staff in a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.
Trauma Informed Care	Administrators, Teachers, School Personnel	To teach an approach which recognizes and acknowledges trauma and its prevalence. The training also provides tools for fostering sensitivity when working with individuals who have experienced traumatic situations.
Positive Behavior Intervention Supports (PBIS) Training and Implementation in all schools	All school personnel	To reduce or eliminate poor behavior schoolwide through the encouragement of positive behaviors.

Multi-Tiered Systems of Support (MTSS) training	Administrators, teachers, counselors	MTSS is "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005).
Character Education	All Schools	To provide a curriculum that promotes core values such as respect, justice, citizenship, and responsibility.
The Signs of Suicide Prevention Program (SOS)	Middle and High School Staff	To provide a school-based depression awareness and suicide prevention program that is geared toward middle and high school students.
PREPaRE	School Psychologists	The NASP PREPaRE curriculum provides relevant school personnel with comprehensive training on how to establish and serve on school safety and crisis response teams.
Crisis Prevention Intervention	Administrators, ESE staff, bus drivers, additional identified staff	To teach personnel prevention strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage.

Evidence-based Targeted Mental Health Interventions at Tier 2

TIER 2 – Strategic Interventions for students who need more support (in addition to Universal Interventions)		
Intervention	Description of Intervention	Target Group
Check and Connect	Check and Connect is a research-based program that fosters a trusting relationship between the student and a caring, trained mentor. The mentor provides the student with academic and social/emotional support.	Currently Middle and High School students who have been identified by school personnel as requiring additional support
Check in/Check Out (CICO) <i>(This is generally implemented by the school's Behavior Specialist or Guidance Counselor).</i>	Students check in with an adult at the beginning and end of each school day. CICO is a very effective strategy for positively encouraging good behavior.	Students who have been identified as having behavioral issues based on the number of referrals they have received
Zones of Regulations <i>Various personnel throughout the district have been trained in implementing this program.</i>	A curriculum geared toward helping students gain skills in consciously regulating their actions which in turn lead to increased control and problem solving.	Appropriate for all ages Currently implemented at Gadsden Central Academy and various classrooms throughout the district
Group Counseling <i>Group Counseling sessions are facilitated by Guidance Counselors, School Psychologists, and Social Workers.</i>	Students with similar concerns and/or behaviors come together to work with a trained Mental Health provider.	Students who are identified by school personnel
Peer Support Groups	Student-led groups where students provide knowledge, experience and social/emotional support to each other. School Counselors assist the students with the formation of these groups.	Upper elementary through secondary
Music Therapy	Music Therapy- Music Therapy is the clinical and evidence-based use of music interventions to accomplish selected goals within a therapeutic relationship by a credentialed professional who	Gadsden County contracts with a local provider to deliver Music Therapy services to various at-risk groups of students.

	has completed an approved music therapy program.	
Mentoring <i>Various district personnel will serve as mentors to students as the need arises.</i>	The overall purpose of the mentoring experience is to provide opportunities for students (mentees) to learn and benefit from the knowledge, wisdom, and expertise of more experienced individuals (mentors). Mentors can provide the support, guidance, and tools to help students.	Students who are referred for additional support
Overcoming Obstacles Life Skills Program	This curriculum covers various topics such as: anger management, stress management, confidence, career planning, bullying, study skills and personal health.	Students who are identified as “at-risk” based on Early Warning Systems Indicators
Home Visits <i>Home visits will be conducted by the district social workers who may be accompanied by additional personnel such as the teacher, guidance counselor or resource officer to address various issues.</i>	Home Visits promote healthy relationships and encourage engagement between students, parents and educators.	Students who are identified as “at-risk” based on Early Warning Systems Indicators

Evidence-based Practices at Tier 3

TIER 3 – Comprehensive and Intensive Interventions (for students who need individualized interventions)		
Intervention	Description of Intervention	Target Group
Individual Mental Health Counseling	A process through which students work one-on-one with a trained mental health clinician in a safe, caring, and confidential environment.	Students who continue to have social-emotional challenges despite the intensity of interventions provided at the Tier 2 level of supports, are referred for Individual Counseling.

Family Systems Counseling	Trained personnel work with families to nurture change and development. In general, the better a family functions, the lower the stress level of all members.	Family therapy can be crucial for families in which there is illness or other similar problems.
Functional Behavioral Assessments and Behavior Intervention Plans	A Functional Behavioral Assessment (FBA) is an approach to understanding why a child acts a certain way. It uses a variety of techniques to understand what's <i>behind</i> inappropriate behaviors. This information is then used to formulate an appropriate Behavior Intervention Plan. Trained individuals within the district such as Behavior Specialists and School Psychologists conduct FBA's and develop Behavior Intervention Plans.	Students who have been identified as needing an Individualized Behavior Intervention Plan (based on student data).

Supports That Address the Mental Health Needs of Our Students

The following is a list of mental health supports available to students within the Gadsden County School District:

- Licensed Mental Health Counselors – The district currently contracts with two Licensed Mental Health Counselors who provide Individual Counseling to students.
- School Psychologists- The district currently has five school psychologists who provide with individual counseling, group counseling or consultation support to Teachers/Parents.
- School Counselors – Each school has a school counselor who is readily accessible to address the daily mental health needs of students. Additionally, school counselors facilitate groups, and are usually a point of contact between the school and other outside agencies that address the mental health needs of our students. Many Guidance Counselors are also actively involved in the Check In/Check Out program.
- Social Workers – The district plans to hire additional social workers to facilitate individual and group counseling as well as to perform home visits.

- Behavior Specialists – Each school within the district has a behavior specialist who generally responds to behavioral challenges. Behavior Specialists are also frequently involved in the Check In/ Check Out program.
- Music Therapists- The district contracts with Music Therapists to provide music therapy to at-risk groups of students.
- Parent Services – Parent services generally assists families with accessing needed resources such as food and clothing. Additionally, in conjunction with the district’s Exceptional Student Education (ESE) department, they host parent training seminars.
- Volunteer Program – Volunteers generally provide additional support to students with academic and behavioral challenges within the classroom environment.
- Check/Connect Mentors – Various individuals within the district have been specifically trained as Check/Connect mentors.
- Learning Alternative Behaviors – Learning Alternative Behaviors is an agency that partners with the district to provide individual counseling to students.
- Apalachee Center for Mental Health – Apalachee Center for Mental Health is an agency that partners with the district to provide individual counseling to students.
- Florida Therapy Services- Florida Therapy Services is an agency that partners with the district to provide individual counseling and family systems counseling to students.
- Capital City Youth Services – Capital City Youth Services is an agency that partners with the district to provide individual counseling to students.
- AMI Kids – AMI Kids is an agency that partners with the district to provide individual counseling and family systems counseling to students.
- DISC Village – DISC Village is an agency that partners with the district to provide substance abuse prevention and treatment.
- Florida State University – Florida State University partners with the district to provide individual counseling and medical care to students.

Screening Procedures for Determining which Students Need Mental Health Interventions and Treatment, and Coordination and Supports for Students Receiving These Services:

Early Warning Systems data is used to identify students who are displaying academic, social/emotional, behavior and attendance problems and may be in need of additional support. Additionally, the SAEBRS (Social, Academic and Emotional Behavior Risk Screener) will be used when students are not identified based on EWS indicators but are perceived to be “at-risk” based on Teacher/ or Parent referrals. Parent permission is obtained before a student is screened using the SAEBRS.

After students are identified using the EWS or SAEBRS data, a Student Study Team/Problem Solving Team meeting is scheduled to discuss the necessary steps to address the needs of the student. If the student is deemed in need of additional support, a referral is made to one of the providers indicated above. Providers have referral forms that must be completed by the school/parent prior to the initiation of services. Providers also have their specific assessment tools which they utilize during their first two meetings with students to determine whether or not the student is a proper fit for the services that they provide. Once services have been established, parents sign a release of records to facilitate open communication between the school and the agency/provider. This includes provision of any evaluations that have been conducted. Providers are invited to actively participate in Student Study Team meetings, Parent/Teacher conferences and Individual Educational Planning meetings. They are also encouraged to communicate frequently with the parent and school personnel.

In some instances, students have already been receiving services from an outside agency/provider prior to a Student Study Team meeting or a Parent/Teacher conference. In these instances, once the school is informed (usually by the parent or caseworker) that the student is receiving these services or has a medical condition that may adversely impact their academic progress or daily functioning, a release of information is signed to facilitate communication between the school and the agency and to obtain any evaluations that have been conducted.

Information from outside agencies are used in conjunction with school data to determine level of support that students require within an educational setting.

Evidence-based Mental Health Services for Students with One or More Co-occurring Mental Health or Substance Abuse Diagnoses and Students at Risk of Such Diagnosis:

- Check and Connect - Check and Connect is a research-based program that fosters a trusting relationship between the student and a caring, trained mentor. The mentor provides the student with academic and social/emotional support. Students are referred to the program at various schools based on Early Warning Systems Indicators. In addition, students may be referred to the program based on student, parent or teacher referrals.

- Check in/Check Out (CICO) – This program consists of students checking in with an adult at the beginning and end of each school day. CICO is a very effective strategy for positively encouraging good behavior. Students who have been identified as having behavioral issues based on the number of referrals they have received in the system, participate in the Check In/Check Out program to monitor their behaviors. This is generally implemented by the school’s Behavior Specialist or Guidance Counselor.
- Zones of Regulations – A curriculum geared toward helping students gain skills in consciously regulating their actions which in turn lead to increased control and problem solving. Various personnel throughout the district have been trained in implementing this program.
- Group Counseling – Students with similar concerns and/or behaviors come together to work with a trained Mental Health provider. Group Counseling sessions will be facilitated by Guidance Counselors, School Psychologists, and Social Workers.
- Peer Support Groups – Student-led groups where students provide knowledge, experience and social/ emotional support to each other. School Counselors assist the students with the formation of these groups.
- Music Therapy- Music Therapy is the clinical and evidence-based use of music interventions to accomplish selected goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program. Gadsden County contracts with a local provider to deliver Music Therapy services to various at-risk groups of students.
- Mentoring – A mentor guides a less experienced person by building trust and modeling positive behaviors. An effective mentor understands that his or her role is to be dependable, engaged, authentic, and tuned into the needs of the mentee. Various district personnel will serve as mentors to students as the need arises.
- Overcoming Obstacles Life Skills Program – this curriculum covers various topics such as: anger management, stress management, confidence, career planning, bullying, study skills and personal health. This curriculum will be presented in a group format to students who are identified as “at-risk” based on Early Warning Systems Indicators.
- Home visits – help to promote healthy relationships and encourage engagement between students, parents and educators. Home visits will be conducted by the district social workers who may be accompanied by additional personnel such as the teacher, guidance counselor or resource officer to address various issues.
- Individual Mental Health Counseling - is a process through which students work one-on-one with a trained mental health clinician in a safe, caring, and confidential

environment. Students who continue to have social-emotional challenges despite the intensity of interventions provided at the Tier 2 level of supports, are referred for Individual Counseling.

- **Family Systems Counseling** - The focus of Family Systems Counseling is to work with families to nurture change and development. Because the family is such an important part of a person's social support network, family therapy can be crucial for families in which there is illness or other similar problems. In general, the better a family functions, the lower the stress level of all members.
- **Functional Behavioral Assessments and Behavior Intervention Plans** - A Functional Behavioral Assessment (FBA) is an approach to understanding why a child acts a certain way. It uses a variety of techniques to understand what's *behind* inappropriate behaviors. This information is then used to formulate an appropriate Behavior Intervention Plan. Trained individuals within the district such as Behavior Specialists and School Psychologists conduct FBA's and develop Behavior Intervention Plans.

Process for Identifying and Delivering Evidence-based Mental Health Interventions:

Early Warning Systems data is used to identify students who are displaying academic, social/emotional, behavior and attendance problems and may be in need of additional support. Additionally, the SAEBRS (Social, Academic and Emotional Behavior Risk Screener) will be used when students are not identified based on EWS indicators but are perceived to be "at-risk" based on Teacher/Parent referrals. Parent permission will be obtained prior to the administration of the SAEBRS.

After students are selected using the EWS or SAEBRS data, a Student Study Team/Problem Solving Team meeting is scheduled to discuss the necessary steps to address the needs of the student. If the student is deemed in need of additional support, a referral is made to one of the district mental health providers. Providers have referral forms that must be completed by the school/parent prior to the initiation of services. Providers also have their specific assessment tools which they utilize during their first two meetings with students to determine whether or not the student is a proper fit for the services that they provide. Once services have been established, parents sign a release of records to facilitate open communication between the school and the agency/provider. This includes provision of any evaluations that have been conducted. Providers are invited to actively participate in Student Study Team meetings, Parent/Teacher conferences and Individual Educational Planning meetings. They are also encouraged to communicate frequently with the parent and school personnel.

District Teams meet to discuss appropriate research-based interventions to be used with students based on current literature and the demographics of our students. A comprehensive list of evidence-based interventions used within the district, is published in the district's MTSS manual.

Process for Identifying and Delivering Evidence-based Substance Abuse Interventions

When identifying markers of substance abuse are present, the suspected abuse is investigated by appropriate school personnel. If addiction support is needed for the student, a referral is made to DISC Village. Additionally, parent reports of substance abuse or self-referrals are also forwarded to DISC village for additional support. DISC Village specializes in substance abuse issues.

Collaborative Partnerships with Community Providers and Agencies

The following are a list of agencies that Gadsden County schools partners with:

- Learning Alternative Behaviors – Learning Alternative Behaviors is an agency that partners with the district to provide individual counseling to students.
- Apalachee Center for Mental Health – Apalachee Center for Mental Health is an agency that partners with the district to provide individual counseling to students.
- Florida Therapy Services- Florida Therapy Services is an agency that partners with the district to provide individual counseling and family systems counseling to students.
- Capital City Youth Services – Capital City Youth Services is an agency that partners with the district to provide individual counseling to students.
- AMI Kids – AMI Kids is an agency that partners with the district to provide individual counseling and family systems counseling to students.
- DISC Village – DISC Village is an agency that partners with the district to provide substance abuse prevention and treatment.
- Florida State University – Florida State University partners with the district to provide individual counseling and medical care to students.
- State and local law enforcement – State and Local law enforcement assist in situations where students are considered to be a threat to themselves or others.
- The Department of Juvenile Justice – The Department of Juvenile Justice collaborates with the district with regard to students who have been involved in some form of criminal activity.

- Department of Children and Families – The Department of Children and Families collaborates with the district with regard to students in the foster care system and in instances where there are allegations of abuse and/or neglect.
- The Department of Health and other health care providers – The Department of Health collaborates with the district to insure the accessibility of health care for all students.
- Agency for Persons with Disabilities – The Agency for Persons with Disabilities provides supports and services for individuals with disabilities.
- The Statewide Guardian Ad Litem office - The Florida Guardian Ad Litem Program advocates for the best interests of abused, abandoned and neglected children.
- Multiagency Network for Students with Emotional and Behavioral Disabilities (SEDNET) - SEDNET is a collaborative resource for school districts, agencies, and families working to promote positive educational and community-based outcomes for children with Emotional/Behavioral Disabilities.

Process for Referring Students to School-based Mental Health Interventions and Community-based Mental Health Providers for Treatment:

Early Warning Systems data is used to identify students who are displaying academic, social/emotional, behavior and attendance problems and may be in need of additional support. Additionally, the SAEBRS (Social, Academic and Emotional Behavior Risk Screener) will be used when students are not identified based on EWS indicators but are perceived to be “at-risk” based on Teacher/Parent referrals. Parent permission will be obtained before the SAEBRS is administered.

After students are selected using the EWS or SAEBRS data, a Student Study Team/Problem Solving Team meeting is scheduled to discuss the necessary steps to address the needs of the student. If the student is deemed in need of additional support, a referral is made to one of the providers indicated below. Providers have referral forms that must be completed by the school/parent prior to the commencement of services. Providers also have their specific assessment tools which they utilize during their first two meetings with students to determine whether or not the student is a proper fit for the services that they provide. Once services have been established, parents sign a release of records to facilitate open communication between the school and the agency/provider. This includes provision of any evaluations that have been conducted. Providers are invited to actively participate in Student Study Team meetings, Parent/Teacher conferences and Individual Educational Planning meetings. They are also encouraged to communicate frequently with the parent and school personnel.

In instances where a student is considered to be a threat to themselves or others, law enforcement is contacted. After the student has been evaluated by law enforcement they are then taken a facility

for a Psychiatric evaluation if one is deemed necessary. The school receives a document from the facility indicating that the student is now fit to attend school prior to the student returning to school.

Process for Referring Students to Community-based Substance Abuse Treatment

When identifying markers of substance abuse are present, the suspected abuse is investigated by appropriate school personnel. If addiction support is needed for the student, a referral is made to DISC Village. Additionally, parent reports of substance abuse or self-referrals are also forwarded to DISC village for additional support. DISC village specializes in substance abuse cases.

Process for Coordinating Mental Health Services with a Student's Primary Care Provider

School-community-agency collaboration is critical to providing the full continuum of mental health services to students.

Early Warning Systems data is used to identify students who are displaying academic, social/emotional, behavior and attendance problems and may be in need of additional support. Additionally, the SAEBRS (Social, Academic and Emotional Behavior Risk Screener) will be used when students are not identified based on EWS data but are perceived to be "at-risk" based on Teacher/Parent referrals. Parent permission will be obtained before the SAEBRS is administered.

After students are selected using the EWS or SAEBRS data, a Student Study Team/Problem Solving Team meeting is scheduled to discuss the necessary steps to address the needs of the student. If the student is deemed in need of additional support, a referral is made to one of the district providers. Providers have referral forms that must be completed by the school/parent prior to the commencement of services. Providers also have their specific assessment tools which they utilize during their first two meetings with students to determine whether or not the student is a proper fit for the services that they provide. Once services have been established, parents sign a release of records to facilitate open communication between the school and the agency/provider. This includes provision of any evaluations that have been conducted. Providers are invited to actively participate in Student Study Team meetings, Parent/Teacher conferences and Individual Educational Planning meetings. They are also encouraged to communicate frequently with the parent and school personnel.

In some instances, students have already been receiving services from an outside agency/provider prior to a Student Study Team meeting or a Parent/Teacher conference. In these instances, once the school is informed (usually by the parent or caseworker) that the student is receiving these services or has a medical condition that may adversely impact their academic progress or daily functioning, a release of information is signed to facilitate communication between the school and the agency and to obtain any evaluations that have been conducted.

Information from outside agencies are used in conjunction with school data to determine level of support that students require within an educational setting.

Documentation of Services

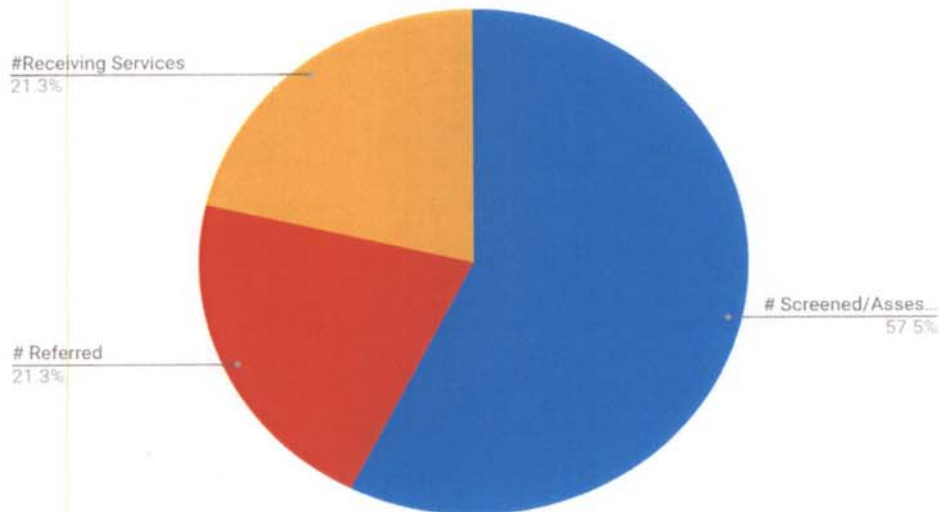
Each school will document through the Student Study Team minutes when a student is referred to a specific agency for Counseling. Once Counseling has commenced, a special code will be placed in Skyward (student database) to indicate students who are receiving counseling so that the total number of students receiving counseling services can be carefully monitored.

Outcome Data to Evaluate Effectiveness of Services

In order to assess the effectiveness of services, Early Warning Systems data such as grades, referrals, and attendance will be analyzed. Additionally, students who were initially screened using the SAEBRS (since EWS data did not signal any red flags) will be reassessed using this measure to assess progress.

Number of Students Screened/Assessed, Referred and Received Services/Assistance (School-based and Community)

The chart below indicates the number of students screened/assessed, referred and received services for the 2017-18 school year:



Number and Credentials of Current Mental Health Service Providers

The Gadsden County School District employs school counselors at each school. The District employs school psychologists in order to provide services to support students with identified mental health needs. The table below indicates the number and credentials of mental health service providers in Gadsden.

Service Provider	Number	Credentials
School Psychologist	5	Master's Degree from an accredited educational institution. Certification in School Psychology.
School Counselor	9	Master's Degree from an accredited educational institution. Certified by the state of Florida in Guidance and Counseling covering the level of assignment.
Licensed School Social Worker	1	Masters of Social Work
Licensed Mental Health Counselors	1.5	Licensed by the Florida Department of Health

Number of New Mental Health Service Providers Budgeted in this Plan

Due to the increasing need for Mental Health Services in Gadsden County, additional Mental Health Providers are required in order to provide effective and efficient services to students and their families.

Mental Health Allocation Plan Budget

Resource Needed	Purpose	Allocation
Social Workers (MSW)	New Position - To increase number of current Social Workers	2 x \$50,000.00 = \$100,000.00
School Psychologist	New Position - To increase number of current School Psychologists	1 x \$56,000.00 = \$56,000.00
School Counseling and Intervention Curriculum	To provide new curriculum resources for both Tier 1 Universal application and Tier 2 Group Intervention	\$536.00
Charter FTE Allocation	Crossroad Academy Charter School is submitting their Plan	\$27,000.00
		Total = \$207,536.00

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7h

DATE OF SCHOOL BOARD MEETING: July 24, 2018

TITLE OF AGENDA ITEM: **Crossroad Academy Charter School's Mental Health Allocation Plan**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

The Crossroad Academy Charter School's Mental Health Allocation Plan provides a continuum of services for mental health needs of students. The continuum provides a systemic approach to identifying, assessing, diagnosing, intervention, treatment, and monitoring recovery of our students. This Plan is mandated by SB7026.

SOURCE: **Safe School Mental Health Assistance Allocation**

AMOUNT: **\$27,000.00**

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

POSITION: **Director of Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

PROOF READ BY: *Regina Herring*



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Mental Health Allocation Plan



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School Based Mental Health Defined.....Page 3

Mental Health Assistance Allocation Plan.....Pages 4-9

- Delivery of Evidence-based Mental Health Services
- Includes description of supports that address mental health needs
- Identifies Evidence-based mental health services with one or more co-occurring mental health or substance abuse diagnoses and students at risk of a diagnoses
- Describes the collaborative partnerships with community providers and agencies
- Describes the process for coordinating mental health services with a student’s primary care provider or other mental health providers

Program Implementation and Outcomes.....Pages 9-10

- Identifies how many students are screened/assessed, how many students are referred for services, and how many students receive services
- Identifies number and credentials of mental health service providers employed by the school.
- Identifies number and credentials of mental health providers contracted by the district.

Expenditures.....Page 11

- Documents 90% of expenditures allocated were allocated to direct mental health services or coordination of such services with primary care and mental health providers.
- Includes assurances that Mental Health Assistance Allocation does not supplant other funding sources OR increase salaries or provide staff bonuses.
- Describes how school will maximize use of other sources of funding to provide school-based mental health services, where appropriate.

Plan Approval and SubmissionPage 12-13

- Charter school governing body approval.
- Local school board approval of the charter plan.



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Definition of School Mental Health Services

"School-based mental health services include a broad spectrum of assessment, prevention, intervention, postvention, counseling, consultation, and referral activities and services. These services are essential to a school's ability to ensure a safe and healthy learning environment for all students, address classroom behavior and discipline, promote students' academic success, prevent and respond to crisis, support students' social-emotional needs, identify and respond to a serious mental health problem, substance abuse issues and support and partner with at-risk families." (*American Counseling Association*).

Crossroad Academy Charter School of Business shall establish a Mental Health Program that will provide extensive mental health services to students, teachers and families. Using a Multi-tiered Systems of Support (MTSS), to ensure "the continuum of need, enabling the school to promote mental wellness for all students, identify and address problems before they escalate or become chronic, and provide increasingly intensive, data-driven services for individual students as needed. Access to adequate staffing of school-employed mental health professionals is essential to the quality and effectiveness of these services." (*National Association of School Psychologists*).



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Mental Health Assistance Allocation Plan

Focuses on delivering evidence-based mental health services.

- *What awareness prevention efforts are provided that address mental health issues at tier one?*
 1. Describe awareness/prevention efforts that address mental health issues
 2. Describe awareness/prevention efforts that address substance abuse

Programs	Tier 1 Universal: Programs that support the social and emotional development of all students.
Character Education	Character education is infused into our curricula every day and is designed to enrich the positive qualities of a scholar. Character education is based on the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring & Citizenship. The 7 Habits of highly effective students as a part of the school-wide-character and leadership program. This is based on the work of Sean Covey and materials are included in every student's planner.
Motivation initiatives for all students	Quarterly students are selected by teacher to be Super Scorpions, wherein scholars are recognized for exhibiting exemplary character, leadership, academic skills and an exception person.
School-wide Behavior & Social Skills Development (Positive Behavior Supports)	A variety of Positive Behavior Supports systems are used as incentives to decrease problem behaviors, including but not limited to the following: scholars receiving Live School points which allows them to participate in school socials, VIP luncheons, field trips, etc.
Teacher, staff & parent consultation (e.g. behavior plans, classroom management systems, behaviors at home, and conflict mediation)	Each grade-group team is required to develop a stepwise behavior management plan that includes Rules, Rewards, and Consequences. Rules are standard school-wide (in an attempt to promote continuity as students' progress through each grade level).



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- *What evidence based targeted mental health interventions are available to address mental health needs at Tier 2?*
 1. Describe evidence based targeted mental health interventions that are available to address mental health needs at Tier 2

Programs	Tier 2—Targeted: Targeted mental health and substance abuse prevention with small groups for students with similar concerns.
Social skills development	Social skills are essential to students overall success therefore administrators, teachers and staff are constantly using strategies to enhance our scholar's social skills. Establishing a safe, positive climate, kind culture that has a zero-tolerance of bullying, present teachable moments in the classroom such daily check-ins, assigning classroom jobs, the buddy system, an array of sports, clubs and organizations. Monthly inspire series – guest speakers present to 7 th -12 th grade students on an array of topics.
Violence reduction, anger management & peer mediation	Peer Support Groups for students identified as needing Anger Management/Peer Conflict Resolution.
Substance abuse and violence prevention (e.g. Life Skills)	REAL Life Essentials course (selected high school students), Participation in Red Ribbon Week Campaign
Family Support	As a criteria of the school's contract parents are required to volunteer 10 hours a year, 4 academic conferences and attend 2 required PTO meetings. Each 4 th Thursday of the month themed Family Nights are hosted, including inviting mental health providers to set up as vendors as well as dedicating one Family Night to Mental Health and Substance Abuse aware will be an expansion of services.



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- *What intensive evidenced based mental health interventions and services are available to address mental health interventions and services that are available to address mental health needs at Tier 3?*
 1. Describe intensive evidenced based mental health interventions and services that are available to address mental health needs at Tier 3.

Programs	Tier 3—Intensive: Individual therapeutic intervention based on a multi-disciplinary team referral or individual evaluations.
Individual assessment to determine eligibility and type of treatment	Using Early Warning Systems indicators, students identified for RTI, the school's Watch List (students performing below academic level) and referrals from teachers, parents and self-referrals to identify students experiencing mental health and/or substance abuse issues the Licensed Clinical Social Worker (LCSW) will complete an initial bio-psychosocial, brief PHQ-9 Depression Screening (if applicable), brief suicide assessment (if applicable) to compose the student's treatment plan.
Individual treatment using evidence-based therapeutic approaches	Based upon the results of the bio-psychosocial assessment, data collected from collaborative sources including but not limited to parents, teachers, primary care physician, the treatment plan is composed, the LCSW will assign an appropriate diagnoses (if applicable), using the Diagnostic and Statistical Manual 5 (DSM -5). The therapeutic approaches used during therapy will vary depending upon the student's diagnoses. Common evidence based therapeutic approaches used to address Mental Health and Substance Abuse issues are Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy, Behavioral Modification/Management, Strength/Solution Based models, etc.



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Includes description of supports that addresses the mental health needs (assessment, diagnosis, intervention, treatment, and recovery).

- *Does your plan include mental health screening or assessment procedures for determining which students need mental health interventions and treatment?*
 - 1. Describe the mental health screening and assessment procedures.**

A referral is made to the Licensed Clinical Social Worker (LCSW) when a concern for a student arises. Possible sources of referrals may include self-referral by students experiencing a problem, concerned peers, parent(s)/guardian(s), teachers, administrators, and/or other school personnel. Emergency interventions are required in those situations that need immediate attention, (e.g., peer concern about the personal safety of another student, death of a pet or family member, suicidal ideations, physical and/or sexual abuse). The LCSW may determine that other resources would be appropriate, including referral to other individuals within the school system, such as the school administrator, and/or the special personnel. An external referral may be necessary when an issue presented is beyond the scope, training and/or expertise of school personnel. In the case of suspected abuse or neglect, the SC has a legal mandate to make a hotline call (Child Abuse/Neglect Reports by Mandated Reporters, Hotline Phone Call Information Form).

- *Does your plan include coordination and supports for students who received intensive community mental health services?*
 - 1. Describe the procedures for coordination and support.**

External referral is the process used when an issue presented is beyond the scope or expertise of the Licensed Clinical Social Worker and other school personnel. Information about community resources should be compiled before a referral is necessary. Referrals to individuals in private practice or agencies may be necessary. Some issues, such as suicidal threats, may necessitate an immediate referral. Mandated reporting of suspected child abuse and neglect would be another example of outside agency contact (Child Abuse/Neglect Reports by Mandated Reporters, Hotline Phone Call Information Form).



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Identifies evidence- based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at risk of such diagnosis.

- *Does your plan include a process for identifying and delivering evidence-based **mental health and substance abuse interventions**?*
 1. Describe the process for identifying and delivering evidence based mental health interventions.

Based upon the results of the bio-psychosocial assessment, data collected from collaborative sources including but not limited to parents, teachers, primary care physician, the treatment plan is composed, the LCSW will assign an appropriate diagnoses (if applicable), using the Diagnostic and Statistical Manual 5 (DSM -5). The therapeutic approaches used during therapy will vary depending upon the student's diagnoses. Common evidence based therapeutic approaches used to address Mental Health and Substance Abuse issues are Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy, Behavioral Modification/Management, Strength/Solution Based models, etc.

Describes the collaborative partnerships with community providers and agencies.

- *Does your plan include detailed procedures for referring students to school-based mental health interventions, community-based mental health providers for treatment and substance abuse treatments?*
 1. Describe procedures for referring students to school-based mental health interventions and community-based mental health providers for treatment.

School staff, students and parents will be able to submit referrals for students in need of mental health and/or substance abuse interventions by using the school's standard referral form or by word of mouth, expressing concerns to the school counselor. In the near future, we plan to implement an electronic student information system to receive and track internal and external referrals. Local community-based mental health providers are contacted by the school counselor when an external referral for services is deemed necessary. The following community based agencies provide or has previously provided mental health and/or substance abuse services to our students: **Capital City Youth Services (CCYS), North FL Therapy, FL Therapy, Gadsden Woman to Woman, DISC Village and Big Bend Hospice, Tallahassee Behavior Health Center, Gadsden County Health Department, Dr. Jessie Furlow Medical Center, FL Dept. of Children and Family Services.** Therapeutic sessions with community agencies are normally held once a week during the student's elective period; while others are seen at home or at the community provider's agency.



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Describes process for coordinating mental health services with a student's primary care provider and other mental health providers, including procedures for information sharing.

- *Does your plan include a process to coordinate mental health services with a student's primary care provider or other mental health provider?*

When coordination of services with the student's Primary Care Provider (PCP) or other mental health providers are deemed necessary the LCSW will notify the student's parent/guardian to receive consent to release information. The LCSW will contact the PCP or mental health provider to make a referral on the student's behalf. In cases of suspected child abuse, parental consent is not required.

Program Implementation and Outcomes

Identifies how many students are screened/assessed, how many students are referred for services, and how many students receive services/assistance (school-based and community).

- *Describe how you will document how many students are referred for services and how many students receive school based and community services.*

All student referrals will be tracked via Skyward SIS and manually logged by the LCSW.

- *Describe other outcome data that will be used to evaluate effectiveness of services*

Evaluating the effectiveness of services will be done by reviewing Early Warning System indicators to observe an improvement in the student's previously identified risk factors post intervention, a reduction in depression, suicidal ideation, anxiety, substance abuse which will reflect in clinician completing various assessments/screenings during various intervals of therapy and notable decrease in student's disciplinary referrals, receiving status update from parents and/or teachers, school LCSW, PCP and community agencies.



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Identifies number and credentials of mental health services providers employed by the school/district.

Mental Health Service Provider	Number and Credentials
Mental Health Coordinator (will hire)	1 - Licensed Clinical Social Worker
School Psychologist	1 – provided by the district

Identifies number and credentials of mental health services providers MOA with the school/district.

Mental Health Service Providers
North Florida Therapy Services
Florida Therapy Services
Capital City Youth Services
Gadsden Woman to Woman
FL Dept. of Children and Family Services
Big Bend Hospice
Tallahassee Memorial Health Care
Gadsden County Health Department
Dr. Jesse Furlow Medical Center



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Expenditures

Documents 90% of expenditures allocated were allocated to direct mental health services or coordination of such services with primary care and mental health providers.

Proposed Planned Expenditures

- *Full-time Licensed Clinical Social Worker – to serve as the School's Mental Health Services Coordinator, overseeing the mental health department, providing clinical services to students experiencing mental health and substance abuse issues, coordinate services with primary care physicians and other mental health providers, etc.*
- *Professional Development for administrators, teachers and staff (e.g. Youth Mental Health First Aid)*
- *Facilitators for mental health/substance abuse presentations, materials/supplies for therapeutic interventions, and assessment tools*
- *Implementation of prevention/intervention programs (Tier 1 and 2) - to be determined*
- *Funds will not be used to supplant other funding sources or increase salaries or provide staff bonuses.*

Describes how school will maximize use of other sources of funding to provide school-based mental health services, where appropriate (e.g., Medicaid reimbursement, 3rd party payments, grants).

Continual partnerships with community mental health service providers in addition to and becoming knowledgeable of Medicaid reimbursement to initiate payment of approved services.



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The 2018-2019 Annual Mental Health Allocation Plan is hereby approved by the Governing Board of Community & Economic Development Organization of Gadsden County, Inc.

Dated this: _____ Day of _____ 2018

Attest:

Mr. Roger P. Milton, Superintendent of Schools

Mr. Steve Scott, School Board Chairman



CROSSROAD ACADEMY CHARTER SCHOOL OF BUSINESS



470 Strong Road | Quincy, FL 32351 | Ph (850) 875-9626 | Fax (850) 875-1403
@iamcacs | www.mycacs.com | www.facebook.com/iamcacs
Kevin E. Forehand, Principal

Plan Approval and Submission

The 2018-2019 Annual Mental Health Allocation Plan is hereby approved by the Governing Board of Community & Economic Development Organization of Gadsden County, Inc.

Dated this: 9th Day of July 2018

Attest:

Mr. Tony Hannah, Chairman of Community & Economic Development Organization of Gadsden County, Inc. Board of Directors

Mr. Kevin Forehand, Principal of Crossroad Academy Charter School of Business

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7i

DATE OF SCHOOL BOARD MEETING: July 24, 2018

TITLE OF AGENDA ITEM: Gadsden County School Board Head Start Program
2018-2019 Refunding Application, Transportation Waiver, and Program Improvement
Plan

DIVISION: **Head Start/Pre-k**

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

PURPOSE AND SUMMARY OF ITEM: **Gadsden County School Board Head Start
Program 2018-2019 Refunding Application, Transportation Waiver, and Program
Improvement Plan**

FUND SOURCE: **Head Start**

AMOUNT: **\$2,180,768**

PREPARED BY: **Carolyn Harden**

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

4 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

2018 JUL -9 AM 10:06
GADSDEN COUNTY SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text" value="04CH4687"/>	
5a. Federal Entity Identifier: <input type="text" value="N/A"/>	5b. Federal Award Identifier: <input type="text" value="04CH4687"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="GADSDEN COUNTY BOARD OF EDUCATION"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="596000615"/>	* c. Organizational DUNS: <input type="text" value="152811279"/>	
d. Address:		
* Street1: <input type="text" value="500 W King St"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Quincy"/>	County/Parish: <input type="text" value="Gadsden County"/>	
* State: <input type="text" value="FL: Florida"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="32351-1606"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Carolyn"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Harden"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director"/>	
Organizational Affiliation: <input type="text" value="Gadsden County School Board"/>		
* Telephone Number: <input type="text" value="(850) 627-3861 x1703"/>	Fax Number: <input type="text" value="(850) 875-8790"/>	
* Email: <input type="text" value="hardenc@gcpsmail.com"/>		

Application for Federal Assistance SF-424

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

Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

ACF-Head Start

11. Catalog of Federal Domestic Assistance Number:

93.600

CFDA Title:

Head Start

*** 12. Funding Opportunity Number:**

eGrants-N/A

* Title:

N/A

13. Competition Identification Number:

Not Applicable

Title:

Not Applicable

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

Gadsden County

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

2018-2019 Head Start Refunding Application

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,180,768"/>
* b. Applicant	<input type="text" value="545,192"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text" value="0"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="2,725,960"/>

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

GADSDEN COUNTY SCHOOL BOARD HEAD START/PREKINDERGARTEN PROGRAM

Head Start Refunding Application and Program Improvement Plan

Policy Council Approval

2018-2019

The Gadsden County School Board Head Start/Pre-k Policy Council met and approved the 2018-2019 Head Start Refunding Application and Program Improvement Plan on the 23th day of July, 2018.

Barbara Brown, Policy Council Chairperson

Date

GADSDEN COUNTY SCHOOL BOARD HEAD START/PREKINDERGARTEN PROGRAM

Head Start Refunding Application and Program Improvement Plan

School Board Approval

2018-2019

The Gadsden County School met and approved the 2018-2019 Head Start Refunding Application and Program Improvement Plan on the 24th day of July, 2018.

Steve Scott, Board Chairperson

Date

GADSDEN COUNTY SCHOOL BOARD HEAD START/PREKINDERGARTEN PROGRAM

2018-2019 Transportation Waiver

School Board Approval

2018-2019

The Gadsden County School Board met and approved the 2018-2019 Head Start Transportation Waiver on the 24th day of July, 2018. The Transportation Waiver was approved along with the 2018-2019 Refunding Application.

Steve Scott, Board Chairperson

Date

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

Office of Head Start

Updated July 29, 2014

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

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

SF424B Assurances – Non-Construction Programs

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

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

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form- LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

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

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

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

Certification of Filing and Payment of Federal Taxes

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

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

Submission Statement

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

* Submitted by: Date Submitted:



GADSDEN COUNTY SCHOOL DISTRICT'S HEAD START/PREKINDERGARTEN PROGRAM

Carolyn Harden, Program Director
35 Martin Luther King Jr. Blvd.
Quincy, FL 32351
TEL: (850) 627-3861/Fax: (850) 875-8790

July 05, 2018

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

Dear Sir/Madam:

The Gadsden County Head Start Program currently has a total enrollment of 295 children, 259 federally funded and 36 additional children, funded through the state's Voluntary Prekindergarten Program. Of the 295 children, approximately 202 of them ride to school on the county's school buses. We are requesting a waiver, for the 2018-2019 program year, as to the transportation regulation requirement that each bus have at least 1 bus monitor; 45 CRF Part 1310.15(c). The Gadsden County School Board, which serves as our Grantee, provides free transportation to our Head Start children. We are continuing to work with the school board's transportation department to comply with the transportation regulations. All buses are equipped with child safety restraints for our children, but at this time, we do not have funds to supply a bus monitor for each bus. After reviewing the applications of children accepted into the program, it appears over 65 buses will be providing transportation for our Head Start children. Although we have been able to hire some monitors, we are nowhere near the number needed for 68 buses.

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

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

2017 - 2018 Policy Council Officers

Barbara Brown
Chairperson

Gwendolyn Streeter
Co-Chairperson

Evonski Williams
Secretary

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Carolyn Harden', written in a cursive style.

Carolyn Harden
Head Start/Pre-K Director

Head Start 45 CFR Part 1310 - Transportation Waiver Request Data Collection Form

[Attachment for Information Memorandum] ACYF-IM-HS-06-01

The Labor-HHS-Education appropriations bill, which includes FY 2006 funding for Head Start, included two provisions related to the requirements of 45 CFR Part 1310 - Head Start Transportation. Head Start and Early Head Start grantees and delegate agencies can use this form to submit waiver requests (of these provisions) that cover the remainder of the agency's current program year.

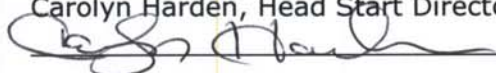
Head Start 45 CFR Part 1310 - Transportation Waiver Request Data Collection Form

Grant Number : 04CH4687

Legal Name of Grantee : Gadsden County School District

Name, Title and Signature of Authorized Official Requesting Waiver

Carolyn Harden, Head Start Director



Phone Number (850) 627-3861

Fax Number (850) 875-8790

Email Address : hardenc@gcpsmail.com

1. Number of Children Served

Head Start: 295 Early Head Start: 0

2. Number of Children Provided Transportation Services:

Head Start: 202 Early Head Start: 0

a. Using Grantee Owned or Leased Vehicles

b. Through Grantee Contracted Transportation Services _____

c. Through Arrangement at No Cost to Grantee _____

3. Proposed Number of Children Who Will be Covered by Waiver

Head Start: 202 Early Head Start: 0

4. Requesting Waiver Of:

- Child safety restraint systems requirement (45CFR 1310.11(a))
 Bus monitor requirement (45CFR 1310.15 (c)(1))

5. Waiver Request Applies to the Following:

Grantee Delegate(s) (please list)

6. Grantee's Justification for Requesting a Waiver (attach no more than 5 pages).

Please explain fully as each request will be considered separately and waivers will not receive automatic approval.

If requesting waivers of both 45CFR1310.11(a), child safety restraint systems requirement, and 45CFR 1310.15(c)(1), bus monitor requirement, you must provide justification for each requirement.

See PDF version:

Transportation Waivers and Effective Date Extensions [PDF, 59KB]

Head Start 45 CFR Part 1310 - Transportation Waiver Request Data Collection Form. [Attachment for Information Memorandum] ACYF-IM-HS-06-01. HHS/ACF/ACYF/HSB. 2006. English.

GADSDEN COUNTY HEAD START

2018-2019 REFUNDING APPLICATION

Section I. Program Design and Approach to Service Delivery

(Sub-Section A)

Long Range Goals, Objectives and Program Impacts

Gadsden County is located in the Big Bend region of northwest Florida, approximately 25 miles from Tallahassee, Florida, the state Capitol. It is a sparsely populated rural area. According to the Florida Legislature's Office of Economic and Demographic Research, Gadsden County's population consists of approximately 46,071 residents. Gadsden County is mostly agricultural in nature, and its population is centered around six communities, with the largest being the county seat of Quincy. The other communities include Greensboro, Chattahoochee, Gretna, Havana, and Midway. Many of Gadsden County's residents live in remote areas where services are either inaccessible or hard to reach, due to location and transportation barriers.

Gadsden County remains the only county in Florida where the majority of its residents are African American. The Hispanic population, however, is one of the fastest growing populations in Florida. During the 2010 census, the Hispanic population exceeded the percentage of African Americans in the state of Florida. The Hispanic population in Gadsden County is growing, due to a reliance on migrant workers to harvest crops in the area. For the past several years, the Greensboro community has had the largest population of Hispanics in the Gadsden County area, but many Hispanics have moved into the larger city of Quincy.

Poverty is one of the most important correlates to poor (maternal and child) health and educational outcomes. Gadsden County's poverty rate is 25.6%, compared to 17% statewide and 14% nationwide. The calculated number of children birth to five living in households in the county at or below the Federal Poverty level was 32.3%. Other statistics gathered from the most recent Community Assessment indicate the following:

- 25.6% of Gadsden County residents live in poverty.
- Gadsden County has a population of 5,420 children between ages birth to five.
- Over 47.7% of the children ages birth to five are receiving Medicaid.
- In February of 2018, the unemployment rate in Gadsden County was 4.8%, exceeding both the state (3.9%) and national average (4.1%).
- The High School graduation rate in Gadsden County continues to increase.
- Tallahassee Community College (TCC) will offer tuition free scholarships to high school graduates that have maintained a 3.0 or higher GPA upon graduation.

The findings of the Community Assessment were used to aid in determining the program's philosophy, short-range, and long-range program objectives. The following Mission Statement and Goals are descriptive of the philosophy, short-range and long-range objectives for the Gadsden County Head Start Program. Staff, parents, and Policy Council members cooperatively developed the statements.

Mission Statement

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

Overall Goal

As educators, our goal is to support and assist parents in their role as their child's primary teacher by providing a safe and supportive environment, with ongoing opportunities for active learning through which children may develop self-confidence, initiative, curiosity, and resourcefulness that will serve them well in school and later in life. This goal helps to improve school readiness and promote long term success (as outlined in the Head Start Roadmap to Excellence).

The goals of the Gadsden County Head Start/Pre-K Program are developed through a process of Self-Assessment and review of the Community Assessment. This process included parents, staff, Board Members, and Policy Council members. Objectives for achieving these goals are incorporated into the Program Plans.

A. Program Goals, Approach, and Action Steps:

***Additions/Revisions to Long Range Goals, Short Term Objectives, and Expected Outcomes:**

(1) Child Development

Goal A: *(Working towards Attainment)*

By the end of the 2018-19 school term, 95% or more of the Head Start/Pre-K students will demonstrate at least one year's growth on all objectives of the LAP-3 Assessment. Schools will annually demonstrate progress towards meeting this goal.

Goal B: (Working towards Attainment)

By the end of the 2018-19 school term, 90% or more of the students assessed will demonstrate proficiency on all areas of the Kindergarten Readiness Assessment. Schools will annually demonstrate progress towards meeting this goal.

Action Steps for Goals A and B:

Reading:

- Use of the Developmental Learning Measures (DLM) curriculum aided at increasing children's oral language development, alphabet knowledge, print awareness and phonological awareness.
- Use a variety of assessments (LAP-3 (Replacing Teaching Strategies GOLD), VPK Assessment, Individual Student Assessment) to guide instruction and measure student progress.
- Use a wide range of reading materials (ex. ABCMouse.com, Reading EGGS), representing diverse cultures, genres, ability levels, and interests. ABC Mouse will be used at school and at home. The parents and children will have access to the ABC Mouse at home.
- Use re-telling of story events, prediction, and connection to real life to encourage comprehensive skills.
- Increase phonemic awareness activities and introduce kindergarten site words.

Mathematics:

- Ensure that the curriculum encourages touching, manipulating and examining objects children find around them and then moving them from the concrete experiences to representing knowledge symbolically using mathematical language.
- Modify instruction to accommodate individual student needs/learning styles.
- Provide training, support, and monitoring of teachers to ensure that all student data are analyzed and individualized instruction is provided.
- Integrate mathematics instruction and mathematical language of instruction into other areas of the curriculum.
- Implement materials from Go Math Curriculum.

Science:

- Provide training to teachers to ensure that the objectives and goals set forth in the science curriculum are met.
- Use an approach to science that gives children many opportunities for systematic observation and hands-on investigation of both the living and material world, and takes them from describing and explaining to making predictions based on observations.
- Choose science activities and topics that relate to student interest, experience, and culture.
- Integrate science instruction and science language of instruction into other areas of the curriculum.
- Provide materials and resources to encourage scientific exploration and observation.

Writing:

- Provide activities that enhance both hand/eye coordination and small muscle control of the hand and fingers.
- Teach writing techniques, which include the proper way to hold a writing instrument and the designs and strokes that will eventually be used to form letters.
- Focus on the relationship between oral language and print.
- Encourage children's purposeful writing in all aspects of the curriculum-for example, language experiences, stories, journal writing/dictation, encouraging writing during dramatic play, etc.
- Analyze student writing to diagnose strengths and weaknesses and adjust instruction accordingly, using individualized instruction, small groups, etc.

Results (Goals A, B):

***2017-18 Lap-3 Results reflect progress over time**

Note: Scores for 3 and 4 year old children

Domains

***Percentages represent number of students on or above skill level**

Social-Emotional Development

Fall 2017-2018 School Term: 50.08%

Spring 2017-2018 School Term: 86.70%

Approaches to Learning

Fall 2017-2018 School Term: 41.05%
Spring 2017-2018 School Term: 74.61%

Language Development:

Fall 2017-2018 School Term: 33.89%
Spring 2017-2018 School Term: 63.73%

Literacy and Knowledge:

Fall 2017-2018 School Term: 33.32%
Spring 2017-2018 School Term: 61.82%

Mathematics:

Fall 2017-2018 School Term: 33.18%
Spring 2017-2018 School Term: 66%

Science:

Fall 2017-2018 School Term: 43.16%
Spring 2017-2018 School Term: 73.63%

Social Studies Knowledge and Skills

Fall 2017-2018 School Term: 43.3%
Spring 2017-2018 School Term: 74.01%

2017-2018 Voluntary Prekindergarten Assessment Results reflect progress over time

Note: 4 year old children only

Domains:

Print Knowledge:

Fall 2017-2018 School Term: 42%
Spring 2017-2018 School Term: 86%

Phonological Awareness:

Fall 2017-2018 School Term: 8%
Spring 2017-2018 School Term: 74%

Oral Language:

Fall 2017-2018 School Term: 20%

Spring 2017-18 School Term: 71%

Mathematics:

Fall 2017-2018 School Term: 27%

Spring 2017-2018 School Term: 84%

(2) Family and Community Engagement

Goal A: (*WORKING TOWARDS ATTAINMENT*)

By the end of the 2017-18 school term, at least 90% of Head Start/Pre-K parents will be actively involved with, and participate in activities related to their child's everyday learning (at home, school, and in their communities).

Goal B: (*ATTAINED*)

By the end of the 2014-15 school term, 100% of Head Start/Pre-K parents will receive information and education on family preservation issues, including domestic violence, money management, stress management, child abuse, and HIV/AIDS awareness.

Action Steps for Goals A and B:

- Develop partnerships and collaborate with local agencies (Refuge House, Extension Office, Health Department and local Mental Health Agency)
- Recruit and encourage participation of fathers and other significant males in the child's life.
- Expand family education opportunities through family literacy, ESOL, and GED programs.
- Provide frequent, ongoing communication in English and other appropriate languages through school and home.
- Provide parent support at the school level through the Parent Involvement Coordinator.
- Involve parents in meaningful decision-making designed to improve students' learning (e.g., Center Committee, Policy Council, School Advisory Council)
- Support parent advocacy activities (e.g., lobbying, public relations, parenting programs).
- Conduct a minimum of two home visits per year.
- Collaborate with local health department to ensure that adequate information is provided to parents on HIV and sexually transmitted diseases.
- Serve on local boards (e.g., Whole Child Project, Early Head Start Policy Council).

- Provide training on family preservation issues such as domestic violence, HIV/AIDS awareness, stress management, and money management.
- Provide parents with educational materials such as resource flyers, Parent Orientation Handbook and Community Resource Directory.
- Communicate with school site administrators on a regular basis.

Results (Goals A, B):

Based on training records, agendas, parent surveys, community partner collaborations, and home visits, the goals outlined under Family and Community Engagement are being attained.

Additions/Revisions to Family and Community Engagement Goals:

Goal A: (Working towards Attainment)

By the end of the 2017-18 school term, at least 90% of Head Start/Pre-K parents will be actively involved with, and participate in activities related to their child's everyday learning (at home, school, and in their communities).

Goal B: (Working towards Attainment)

By the end of the 2017-18 school term, at least 85% of family goals will be attained, based on ChildPlus Family Outcomes Data.

Action Steps for Goals A and B:

- Develop partnership with Workforce Development Agency
- Train Family Services Staff on data collecting and reporting
- Train staff on how to assist families in ensuring growth on Family Outcomes
- Recruit and encourage participation of fathers and other significant males in the child's life.
- Expand family education opportunities through family literacy, ESOL, and GED programs.
- Provide frequent, ongoing communication in English and other appropriate languages through school and home.
- Provide parent support at the school level through the Parent Involvement Coordinator.
- Involve parents in meaningful decision-making designed to improve students' learning (e.g., Center Committee, Policy Council, School Advisory Council)
- Support parent advocacy activities (e.g., lobbying, public relations, parenting programs).
- Conduct a minimum of two home visits per year.

- Collaborate with local health department to ensure that adequate information is provided to parents on HIV and sexually transmitted diseases.
- Serve on local boards (e.g., Whole Child Project, Early Head Start Policy Council).
- Provide training on family preservation issues such as domestic violence, HIV/AIDS awareness, stress management, and money management.
- Provide parents with educational materials such as resource flyers, Parent Orientation Handbook and Community Resource Directory.
- Communicate with school site administrators on a regular basis.
- Develop partnerships and collaborate with local agencies (Refuge House, Extension Office, Health Department and local Mental Health Agency)
- Participate in community activities such as Farm Fest, Back to School Drive, Community Day.
- Strengthen partnership with Community Action Agency.

(3) Succession Planning (*WORKING TOWARDS ATTAINMENT*)

Goal A:

By the end of the 2017-18 school term, the Head Start Program will have a seamless system in place to ensure that the Program continues to operate effectively when critical positions are vacated.

Action Steps for Goal A:

- Succession Planning Committee is working towards development and annual review of a Succession Plan.
- Identify critical positions within the Head Start Program.
- Understand the skills of every employee, and evaluate employee performance vs. employee potential.
- Recruit/train employees to fill each key role within the organization.
- Ensure that staff are on board who are ready to immediately step into positions with a virtually seamless transition.
- Reassess and revise the Succession Plan annually.

Results (Goal A):

A Succession Planning Committee is currently working to ensure that an effective Succession Plan is in place. Critical positions within the Head Start Program have been identified, and employees are currently being recruited and trained to fill key positions

B. Benefits (of Goals)

1. Increased emphasis on child development, LAP-3 objectives, and the educational level of Head Start children will ensure that all students, before entering Kindergarten, master the knowledge and skills needed to be successful at the Kindergarten level, and ultimately, will ensure that they have the skills necessary to successfully progress to upper grades.
2. Emphasis on family and community engagement will ensure that parents play an active role in the decisions that are made regarding their children, and participate in the decision-making process in their community. It will also ensure that community partners are actively working with the Head Start/Pre-K program to enhance services and meet the needs of the children and families in the Head Start/Pre-K program, thereby leading to success later in life. Emphasis on family and community engagement will also ensure that parents' educational opportunities are expanded to allow them to actively advocate for their children, and to grow as individuals, becoming more productive in their communities and more successful in life.
3. Increased emphasis on Succession Planning will ensure that the Head Start Program continues to operate effectively and seamlessly when individuals occupying critical positions depart. It will also ensure that employees are recruited and/or trained to fill each key role within the organization.

Progress in achieving intended Family/Health Services

Parent/family services are an integral part of the Gadsden County Head Start Program, as well as the overall Gadsden County School system. The Family Services Coordinator works closely with families by encouraging participation on the Policy Council, Center Committees, urging parents to attend workshops, and urging them to become active in local government by attending city and county commission meetings, as well as local school board meetings.

The Family Services Coordinator also provides regular trainings and information to parents in such areas as nutrition, child behavior, transition, budgeting, along with any others trainings that parents have expressed an interest in.

The Family Services Coordinator also encourages active participation of fathers in the Head Start Program. Men Assuring Children's Success (MACS) is a Male Involvement Component within the parent services program that solicits and encourages the participation of significant father figures in the lives of children enrolled in the program. MACS provides trainings for father figures, organizes father-child activities, and provides other services aimed at getting fathers involved. Parent services staff are also employed with the School Board to encourage all parents to participate in the activities related to the overall school system.

The Head Start Family Services Coordinator, and the Family Services Staff also work with families by working with them to develop and implement Family Partnership Agreements which outline goals, timetables, and strategies for achieving the goals that the families might have. Family Services Staff are assigned to each school so that all parents have access to these services. Family Services Staff also work with local community agencies in an effort to access all available services that a family might need, as well as to collaborate in an effort to increase/improve resources for the benefit of the entire community. Partnership Agreements are also made between these agencies and the Head Start Program. These agreements further identify the role that each plays in assuring that needed resources and services are accessed.

In addition to working with community agencies, the Head Start Program provides each parent with a training handbook which includes educational information in the areas of child development, nutrition, health, safety, mental health, budgeting, school attendance, well-child care, etc. It also contains a listing of local community resources.

The Head Start Health Services Coordinator and Family Services staff work closely with area providers to access health services, and to address the needs of the families in the Head Start program. Comprehensive health services are provided to all Head Start children, and are closely monitored to ensure that there are no gaps in the provision of these services. Health services include health screenings and follow-up, mental health services, dental exams and treatment, linkage to healthcare providers, monitoring, parent contacts, parent and staff education and trainings, and collaboration with agency providers (ex: Gadsden County Health Department, Gadsden WIC Program, local dental providers, local physicians, Gadsden Extension Office, mental health providers).

Program Strengths for the Gadsden County Schools Head Start Program

- There were no audit findings from the Fiscal/ERSEA Monitoring Event
- The Environmental Health and Safety Monitoring Event found all areas in compliance in carrying out the Head Start requirements
- All Domains from CLASS Monitoring Event met minimum score requirements.
- School Board Grantee and Board Members meet qualifications established in the Head Start Act
- Strong support from School Board Members and Superintendent
- School System Support (ESE services for children with disabilities, Maintenance Department, Transportation Department, and Food Services Department)
- Continued Implementation of curriculum (DLM and Imagine It)
- Implementation of ABC Mouse Curriculum (School and Home Version)
- STAR Early Literacy Assessment
- Participation in the State Department of Education's Fresh Fruit and Vegetables Program (which provides snacks to children)
- Child Plus Database being utilized by staff (Record-keeping, Program Monitoring, Reports)
- Transportation system traveling from Quincy to Tallahassee (Gadsden Express)

- Head Start is very visible in the community, with the main office located in the center of Gadsden County
- Active Policy Council and Male Involvement participation (monthly meetings, parent representatives from all centers, family engagement activities, trainings, etc)
- Head Start Staff continuing to pursue educational goals
- Conversational Spanish Classes offered on an as-need basis
- School Health Clinics located at school sites
- CLASS system used to monitor Education Component
- Reliable CLASS observers on staff
- CLASS Observations conducted by Early Learning Coalition staff.
- Certified CLASS trainer on staff
- Resource teachers serve as mentor teachers in the classroom
- Participation in county-wide monthly Transition Meetings
- Three major universities in neighboring county
- Relationship with the Early Learning Coalition of the Big Bend (Head Start Director and Superintendent serve as Board members)
- Bilingual Staff
- Head Start children participate in State Voluntary Prekindergarten Program
- Strong communication between staff and families (home visits, parent conferences, training opportunities)
- Director works closely with District Comptroller and Fiscal staff
- Implementation of Practice-Based-Coaching Model

(Sub-Section B)
Service Delivery

Local Services to Children Birth to Five

The Gadsden County School Board continues to be the Grantee for the Gadsden County Head Start Program. The program continues to be funded to serve 259 children, and has 5 school sites across the county, as well as two community-based sites. Most of the children enrolled in the Head Start Program receive a 6 ½ hour/day program for 180 days/year. The Gadsden County School Board also serves Pre-k children in the Title 1 Program, the State Voluntary Pre-kindergarten Program, and the Exceptional Student Education Program (ESE Program). There are no changes to the detailed plan to provide child development services for Head Start eligible children and families. Children and families will continue to receive comprehensive services in the areas of health, nutrition, mental health, disability services, education, and parent involvement services. Transportation continues to be provided for the school-based programs, and parents must still provide transportation for children receiving services in the full day program.

The Florida State University (FSU) Center for Prevention and Early Intervention Program continues to provide Early Head Start services for Gadsden County.

Each year, both the Early Head Start and Head Start programs enroll and provide services to children with special needs. In 2017-18, 36 children in Head Start (over 13%) were children with special needs. The Head Start Program works closely with the Exceptional Student Education Department to assure the most appropriate placement for children with disabilities.

Gadsden County's state-funded Voluntary Pre-Kindergarten Program (VPK) continues to make Pre-kindergarten services available to all age eligible four-year-old children. The VPK program will enable Head Start to serve 34 additional children during the 2017-18 school term.

Other local integral and critical services continue to be provided by such agencies as the Gadsden County Early Learning Coalition, the Early Steps Early Intervention Program, Healthy Start, Healthy Families Gadsden, and Child Find.

Service and Recruitment Area

There are no changes to the service and recruitment areas for the 2018-19 school term. The recruitment area of the Gadsden County Head Start Program continues to encompass all of Gadsden County, Florida. The Community Assessment reveals poverty areas throughout the entire county. Therefore, recruitment efforts are essentially the same throughout the county. Open registration is held in all areas of the county. With the implementation of the Gadsden County Schools Reconfiguration Plan, two elementary schools were closed. Although two schools closed their doors, this will not affect the services provided to children living in those school zones. Head Start eligible children will be served in neighboring elementary schools.

The Gadsden County School District continues to provide preschool services through four different funding sources: Head Start, Title 1, Exceptional Student Education, and the state's Voluntary Prekindergarten Program. There are no changes to the Head Start/Pre-k eligibility priority criteria checklist.

Funded enrollment levels

There are no proposed changes to the funded enrollment levels for the Head Start Program. The program continues to be funded to serve 259 children, and has 5 school sites across the county, as well as two community-based sites. The children enrolled in the Head Start Program either receive a 6 ½ hour/day program for 180 days/year or a 10 hour/day program for 180 days/year.

Program Options

The Gadsden County Head Start Program continues to be a center-based option serving three and four-year-old children. The program operates at four elementary schools, one Magnet School

(Pre-k-8th grade), and two community sites (Midway and Quincy). There are no proposed changes to program options.

Location of Facilities

School locations are: George W. Munroe, Stewart Street, Greensboro, Chattahoochee, and Havana Magnet School (Pre-k-8th grade), as well as Midway and Quincy full day sites.

Updates on Barriers to Parent Participation

Transportation continues to be a factor impacting parents as it relates to attending meetings, volunteering, etc. The Head Start Program continues to work with parents on overcoming this barrier. Parent meetings are held, whenever possible, nearby, at the child's home school, and staff work with parents on assuring that they have a reliable means of transportation to and from these events. Due to limited transportation, parents are often unaware in advance of local events and activities impacting their child's educational experience. As a result, "Parent Link" has been implemented as an immediate means of communicating with all Head Start parents. This is a secure communication tool that sends mass messages to parents via phone calls or text messages. The Head Start Program coordinates Parent Link services through the Gadsden County School Board. This tool enables staff to inform and remind parents well in advance of meetings, school activities, upcoming educational events, etc., thereby improving parent participation. In addition to transportation issues, parent participation is impacted by a lack of fathers in the home. The Head Start Program continues to have a strong Male Involvement Program, which encourages the participation of significant male figures in the family's home (fathers, uncles, grandfathers, etc). Through planned activities such as T-ball games, Donuts for Dads, Male Involvement Meetings, and other coordinated events, the Head Start Program is impacting the lives of children by recruiting father figures to become Male Involvement members and active participants at school and in the classroom.

Progress in Addressing Delivery of Health Services

The Head Start Health Services Coordinator and Head Start Staff continue to work closely with area providers to address the needs of the children and families in the Head Start program. Health services include health screenings and follow-up, mental health services, linkage to healthcare providers, monitoring, parent contacts, parent and staff education and trainings, and collaboration with agency providers (school clinics, dental providers, mental health providers, etc). There continues to be many health challenges in Gadsden County, which makes continuous collaboration efforts between the Head Start Program and area providers critical. Gadsden County has been designated as a medically under-served area by the federal government, with health-care shortages in primary care, dental care, and mental health care. Although private medical providers in the area work closely with the Head Start Program, The Gadsden County Health Department plays a very integral role in service delivery. It works with Head Start to

provide such comprehensive services as prenatal care, Medicaid EPSDT, health education, WIC, school physicals, immunizations, and well child check-ups. As a result of service limitations in the county, critical health screenings (such as lead testing and hemoglobin testing) would not be possible without the additional collaboration of various community agencies, such as Healthy Start, the WIC Program, Early Head Start, the Cooperative Extension Agency, etc. In order to assure continued collaboration, many of these agency providers continue to give direction and guidance through their service on the Health Services Advisory Committee.

Through collaborative efforts within the community, the Jessie Furlow Medical Center in Quincy, Liberty County Health Care Inc. and the Neighborhood Health Services Center in Havana are available to provide much needed dental services in the area. Dr. Gregg is a new dentist to Gadsden County, who will be accepting new patients, including those with Medicaid.

Gadsden County's local hospital continues to allow local families access to urgent medical care within their county.

Obesity still presents significant health risks in Gadsden County, however the rate of obesity among Pre-k children has continued to decline. This may be due in part to collaborative efforts between Head Start and other agencies within the county which work together to combat obesity. Head Start works closely with the WIC office, the Health Department, and the Gadsden County Cooperative Extension Office in an effort to assure that families receive nutrition education and monitoring.

Immunization rates for Gadsden County are high, which indicate a strong working relationship between the Head Start program, families, and community health providers. 2017-18 data indicated that 100% of children were up-to-date on immunizations. For Gadsden County's public and private schools, 99% were immunized at kindergarten entry. These were among the highest immunization rates in the state of Florida.

Transition Plan Updates/Coordination

The Gadsden County Head Start's Transition Plan is reviewed and updated annually to assure that transition needs of the families it serves are met. Steps are taken to assure that there is a smooth transition into and out of the Head Start Program. Prior to transitioning into the program, Head Start coordinates with Early Head Start to assure placement of Early Head Start children into the program. Head Start also recruits children/families by using flyers, newspaper ads, agency collaboration, etc. Head Start provides parents with information explaining the Head Start/Pre-k Program, its services, benefits, and the many ways parents can become involved in their child's educational experience. Parents are assisted throughout the registration process by working with them to secure all documents needed for enrollment. As children prepare for outgoing transition into Kindergarten or other educational programs, Head Start conducts parent meetings to discuss transition issues. School representatives are invited to attend and talk with

parents about what to expect in their child's new environment. Opportunities are provided for parents and children to visit their child's new classroom, and to meet their child's new teacher. All pertinent school records are also forwarded to receiving schools/teachers, and Head Start and Kindergarten teachers are allowed opportunities to spend time together to share information on children being transitioned into Kindergarten. These procedures are routinely reviewed with the Health Advisory Committee and program staff to assure that transitions are seamless, and that the needs of the families are met.

All Head Start children receive transition bags for use during the summer break and upon entering kindergarten. Items included in Transition Bag: writing tablet, pencil, crayons, scissors, glue, construction paper, dental kit, toothbrushing/flossing instructions card, elementary school contact information, erasers, ABC Checklist, storybook, Summer Parent Activity Calendar (Ready-Set-Read).

Special Needs Services Updates

It is the goal of the Gadsden County Head Start Program to assure that provisions are made to meet the diverse needs of children with disabilities (both educationally and socially). The Head Start Disability Plan is reviewed and updated annually to assure that this goal is maintained. An outreach and recruitment process is maintained to ensure a minimum enrollment of 10% diagnosed children with disabilities. Training is provided to staff, parents, and volunteers on disability services and available resources. In addition to the services that are currently being provided, the Head Start Program will be providing additional training to teaching teams on the use of appropriate teaching strategies for children with special needs. This will aid in assuring that the diverse needs of children are met.

The Head Start Program continues to work with all children and families with special needs, including those who are homeless, dual language learners, and families who are involved in all aspects of the child welfare system. The Head Start Program has strengthened its partnership with the Gadsden County School's Homeless Coalition, whose mission is to ensure that homeless children have full and equal opportunities to receive a quality education, and that families are provided opportunities that will enable them to find safe and permanent housing. In addition to partnering with the Coalition, the Head Start Program works closely with all parents to access available resources, and receive training and education necessary to improve the lives of themselves and their children. This includes assuring the availability of interpreters for dual language learners, providing Spanish classes to Head Start Staff, and assuring that Spanish speaking staff are available to work with the growing Hispanic population in the community.

(Sub-Section C)

Approach to School Readiness

***SCHOOL READINESS PLAN (Attached)**

The Gadsden County School District's Head Start Program chose to adopt the following five developmental domains on which to base its School Readiness Plan:

Physical Development

Approaches to Learning

Social and Emotional Development

Language, Communication, and Emergent Literacy

Cognitive Development and General Knowledge (Mathematics Dev. and Scientific Reasoning)

The Lap-3 Assessment and the VPK Assessment were used during the 2017-18 school term.

The CLASS (Classroom Assessment Scoring System) was also used.

The CLASS is an observational protocol based on years of educational and developmental research demonstrating that daily interactions between teachers and student are central to students' academic and social development. It provides a reliable and valid assessment of three broad domains of effective teacher-student interactions. The CLASS scoring is completed at the dimensional level using a 7-point scale, with the low range being a score of 1-2, the middle range being 3-5, and the high range being 6-7.

Domains

***Percentages represent number of students on or above skill level**

Social-Emotional Development

Fall 2017-2018 School Term: 50.08%

Spring 2017-2018 School Term: 86.70%

Approaches to Learning

Fall 2017-2018 School Term: 41.05%

Spring 2017-2018 School Term: 74.61%

Language Development:

Fall 2017-2018 School Term: 33.89%
Spring 2017-2018 School Term: 63.73%

Literacy and Knowledge:

Fall 2017-2018 School Term: 33.32%
Spring 2017-2018 School Term: 61.82%

Mathematics:

Fall 2017-2018 School Term: 33.18%
Spring 2017-2018 School Term: 66%

Science:

Fall 2017-2018 School Term: 43.16%
Spring 2017-2018 School Term: 73.63%

Social Studies Knowledge and Skills

Fall 2017-2018 School Term: 43.3%
Spring 2017-2018 School Term: 74.01%

2017-2018 Voluntary Prekindergarten Assessment Results reflect progress over time

Note: 4 year old children only

Domains:

Print Knowledge:

Fall 2017-2018 School Term: 42%
Spring 2017-2018 School Term: 86%

Phonological Awareness:

Fall 2017-2018 School Term: 8%
Spring 2017-2018 School Term: 74%

Oral Language:

Fall 2017-2018 School Term: 20%
Spring 2016-17 School Term: 71%

Mathematics:

Fall 2017-2018 School Term: 27%

Spring 2017-2018 School Term: 84%

CLASS Observation Results (Averages)

** The CLASS scoring is completed at the dimensional level using a 7-point scale, with the low range being a score of 1-2, the middle range being 3-5, and the high range being 6-7.*

CLASS RESULTS from the EARLY LEARNING COALITION of the BIG BEND

Emotional Support:

Gadsden District: Fall (2017) – 6.52; Spring (2018) – 6.5

National Average (2016) – 6.00

Classroom Organization:

Gadsden District Fall (2017) – 6.36; Spring (2018) – 6.45

National Average (2016) – 5.73

Instructional Support:

Gadsden District Fall(2017) – 4.43; Spring (2018) – 4.9

National Average (2016) – 2.83

CLASS RESULTS from the OFFICE of HEAD START MONITORING EVENT TEAM

Emotional Support:

Gadsden District: Spring (2017) – 5.26

National Average (2016) – 6.00

Classroom Organization:

Gadsden District Spring (2017) – 5.05

National Average (2016) – 5.73

Instructional Support:

Gadsden District Spring (2017) – 2.57

National Average (2016) – 2.83

During the 2017-2018 school year, all Head Start classrooms were assessed using the CLASS scoring instrument. The classrooms were observed using the CLASS instrument by two independent teams. The Early Learning Coalition of the Big Bend completed an observation in the Fall of 2016 and then another observation was completed during the Spring of 2017. The Office of Head Start also completed the CLASS instrument on 15 of the 16 Head Start classrooms during the Spring of 2017.

The results of the CLASS Assessments led to the development of Action Plans with classroom teachers. The Action Plans are monitored weekly to assure that the recommendations resulting from the CLASS Assessments are being implemented. Training/instructional support is also being provided to address these issues. Additional training is being provided through the Department of Children and Families (DCF) website, and the Panhandle Educational Area Consortium (PEAC). MMCI Training (Making the Most of Classroom Interactions) will also be provided to teachers. The Head Start Program has also collaborated with the Early Learning Coalition, which provided CLASS Assessments during the 2017-18 school term. The 2018-19 Program Improvement Plan and Training Plan also reflect additional trainings/strategies which will be implemented to assure school readiness growth. These include individualized teaching team trainings Lap-3 and VPK Assessment trainings, DLM Curriculum training, as well as trainings in these areas with District Staff and the Governing Board.

(Sub-Section D)

Parent, Family and Community Engagement (PFCE)

The Gadsden County Head Start Program continues to work with, and build relationship with families in order to support family well-being and ongoing learning and development for both parents and children. Many of the goals outlined in the Family Engagement Framework focus on ensuring that staff members have the tools necessary to meet the needs of the families that they serve. This includes assuring that they have appropriate training, supervision, and manageable caseloads. The 2018-19 T/TA Plan outlines trainings that staff members will receive in the areas of data collection and reporting, as well as training geared towards how to assist families in ensuring growth with family outcomes, as outlined in the Family Engagement Plan.

Other goals that are being met within the Family Engagement Plan focus on effective and seamless transition from Head Start to other educational programs. Head Start has strengthened the transition process by working closer with Kindergarten teachers, school Principals, and others involved in the child's transition process. This collaborative effort has provided all

families of transitioning children with information, training, and connections to future early care and educational setting, thereby helping facilitate the transition process for parents and children.

The Family Engagement Plan also focuses on working with parents to support their parenting, careers, and life goals. This is being addressed by encouraging parents to attend Head Start conferences and workshops, linking them with local educational providers and career counselors, and maintaining connections through Parent Link, a phone network designed to keep parents informed of relevant educational opportunities. Parents are also being provided detailed information related to their child's educational program by meeting with them and reviewing the goals outlined in the School Readiness Plan at the beginning of each school term. These meetings, along with numerous meetings throughout the school term address goals outlined in the Framework as they relate to families as lifelong educators.

Current Data on Family Progress that Supports Individual Children's School Readiness

Goal A: By the end of the 2017-18 school term, at least 88% of Head Start/Pre-K parents *were* actively involved with, and participated in activities related to their child's everyday learning (at home, school, and in their communities).

*Family Outcomes Child Plus reports were used to analyze gains between Mid-year and end-of-year data.

Goal B:

By the end of the 2017-

8school term, 100% of Head Start/Pre-K parents *received* information and education on family preservation issues, including domestic violence, money management, stress management, child abuse, and HIV/AIDS awareness.

Action Steps for Goals A and B:

- Develop partnerships and collaborate with local agencies (Refuge House, Extension Office, Health Department and local Mental Health Agency)
- Recruit and encourage participation of fathers and other significant males in the child's life.
- Expand family education opportunities through family literacy, ESOL, and GED programs.

- Provide frequent, ongoing communication in English and other appropriate languages through school and home.
- Provide parent support at the school level through the Parent Involvement Coordinator.
- Involve parents in meaningful decision-making designed to improve students' learning (e.g., Center Committee, Policy Council, School Advisory Council)
- Support parent advocacy activities (e.g., lobbying, public relations, parenting programs).
- Conduct a minimum of two home visits per year.
- Collaborate with local health department to ensure that adequate information is provided to parents on HIV and sexually transmitted diseases.
- Serve on local boards (e.g., Whole Child Project, Early Head Start Policy Council).
- Provide training on family preservation issues such as domestic violence, HIV/AIDS awareness, stress management, and money management.
- Provide parents with educational materials such as resource flyers, Parent Orientation Handbook and Community Resource Directory.
- Communicate with school site administrators on a regular basis.

(Sub-Section E)

Governance, Organizational and Management Structures, and Ongoing Oversight

There are currently no changes to the roles and responsibilities of the School Board or Policy Council.

*Organizational Chart (Attached)

*Staff Qualifications Updates (N/A)

*Self-Assessment (Attached)

*Program Improvement Plan (Attached)

*Training and Technical Assistance Plan (Attached)

Program Approach:

State Funds:

The Gadsden County Head Start/Pre-k Program use State funds to serve more children in the Head Start/Pre-k Program. By using state funds, 36 additional children are enrolled in the Head Start/Pre-k Program. This number has increased from the previous year. State funds are also being used as Non-Federal Share.

Personnel/Fringe:

The program has not had any long-term or high number of vacancies in management staff.

The program has not had any long-term or high number of vacancies in direct service staff.

Progress: Meeting Program Goals:

Child Development:

We continued to use the Developmental Learning Materials (DLM) Curriculum and Imagine It Curriculum to aid at increasing children's oral language development alphabet knowledge, print awareness, and phonological awareness. During the 2017-2018 school year, 76 % of children demonstrated at least a year's growth on the objectives of the Lap-3 Assessment.

At the end of the 2017-2018 school year, 84 % of children demonstrated proficiency on all areas of the Kindergarten Readiness Assessment.

Family and Community Engagement:

We will continue to help parent's be actively involved with, and participate in all activities related to their child's learning. During the 2017-2018, 88% of parents were involved in their child's educational experience.

Succession Planning:

We will continue to implement the Succession Plan that was developed by the program staff. All employees will have a professional learning plan that is updated annually. The Director of Professional Learning for County Schools will be responsible for monitoring all professional Learning Plans along with the Education Coordinator. As critical positions become vacant, employees with the necessary skills and credentials will be recruited to fill those positions within the Head Start/Pre-k Program.

THIS APPLICATION DID NOT PROPOSE ANY MAJOR CHANGES.

THIS APPLICATION HAD NO SIGNIFICANT CHANGES IN THE COMMUNITY ASSESSMENT.

NOTE: TWO ELEMENTARY SCHOOLS WHERE HEAD START/PRE-K CLASSROOMS EXISTED, WERE CLOSED (beginning with the 2017-2018 school year) AND CHILDREN/STAFF WERE RELOCATED TO NEIGHBORING SCHOOLS. THIS CHANGE DID NOT EFFECT THE NUMBER OF CHILDREN BEING SERVED. ALL HEAD START CLASSROOMS WERE RELOCATED TO NEIGHBORING SCHOOLS. TRANSPORTATION WILL STILL BE PROVIDED BY THE GADSDEN SCHOOL BOARD. THESE CHANGES DID NOT POSE ANY MAJOR DISRUPTIONS TO CHILDREN AND FAMILIES.

NO MAJOR CHANGES TO LONG-TERM GOALS OR SHORT-TERM OBJECTIVES FOR THIS APPLICATION PERIOD WERE NEEDED.

Assessment Data: School Readiness Goals

We use the Lap-3 for assessment. When the assessment is complete, the information is entered into an on line data base, from that information, a report is generated for each child, listing children's weaknesses and that information is used to build that child's Individual Education Plan. The on line system generates reports for each child. The reports are shared by the teachers with parents; the resource teachers share the report with the Education Coordinator; Education Coordinator shares the report with the Principals and Head Start Director; Head Start Director shares reports with Policy Council and School Board. Results from the assessment are used to direct teacher lesson plans, guide teachers with individualization for children, direct training for teachers and staff (Professional Learning).

The aggregated data will direct Professional Learning and Lesson Plans. The data is reviewed with individual teachers and in center groups. Teachers and staff are able to determine where additional training or Professional Learning is needed to ensure children are successful and the school readiness goals are being met.

The School Readiness Goals are aligned with the assessment data from the Lap-3 and the Head Start Early Learning Outcomes Framework and the Florida Early Learning Standards. The target goal is to have 70% of four year olds to meet goals and 50% of three year olds to meet goals.

Children are assessed three times a year. Assessments used to assess children are Lap-3, Florida Voluntary Prekindergarten Assessment, and program developed Individual Student Assessment Instrument. After each assessment period, teachers schedule a parent conference to discuss outcomes from assessment. Parents are given the opportunity to be involved in the planning of their child's educational goals.

The data from the assessments will be shared through Director and Education Coordinator with the Board and Policy Council after each assessment period at monthly scheduled meetings. The governing bodies will then have the opportunity to see if the program is on track for meeting goals and if not what adjustments need to be made. The information is used to plan what resources are in place or need to be put in place to ensure school readiness goals are met.

The school readiness goals are included in the Annual Report and that report is made available to the community by being available in different locations throughout the county. The report is available at the school board office, the Head Start Office, Early Head Start, Health Department, Head Start/Pre-k Website, and other partnering agencies.

The data from children's assessment will be individualized with staff to enhance their professional learning in the areas where training is needed. Data will be used to determine what additional resources are needed to ensure classrooms are equipped to support school readiness goals.

**GADSDEN COUNTY SCHOOL DISTRICT'S
HEAD START / PREKINDERGARTEN PROGRAM
SCHOOL READINESS PLAN
2018-2019**

**MISSION AND GOAL OF THE GADSDEN COUNTY SCHOOL DISTRICT'S
HEAD START / PREKINDERGARTEN PROGRAM:**

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

As educators, our goal is to support and assist parents as their child's primary teacher by providing a safe and supportive environment, with ongoing opportunities for active learning through which children may develop self-confidence, initiative, curiosity and resourcefulness that will serve them well in school and later in life.

SCHOOL READINESS:

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

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

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

- Physical Development
- Approaches to Learning
- Social and Emotional Development
- Language, Communication, and Emergent Literacy
- Cognitive Development and General Knowledge

THE IMPORTANCE OF SCHOOL READINESS:

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

SCHOOL READINESS GOALS:

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

Physical Wellbeing and Motor Development:

- Children will perform locomotor and nonlocomotor skills.

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

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

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

Approaches to Learning

- Children will show eagerness and curiosity as a learner.

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

- Children will choose both new and familiar classroom activities.

Social and Emotional Development

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

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

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

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

Language and Literacy

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

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

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

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

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

Cognitive and General Knowledge

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

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

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

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

SCHOOL READINESS OBJECTIVES:

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

- Maintaining classrooms that promote social skills education and guidance
 - Each child will make at least a year's gain in the Personal/Social domain of the LAP-3 assessment by the end of the school year
- Maintaining classrooms that promote independent daily living skills
 - Each child will make at least a year's gain in the Self-Help domain of the LAP-3 assessment by the end of the school year
- Maintaining classrooms that support how children learn
 - *Ongoing Monitoring Checklists* will be completed during weekly classroom visits
 - *Classroom Environment Checklists* will be completed 1-2 times per year
 - CLASS observations will be completed annually with each classroom achieving 6 or above in the Emotional Support Domain
- Maintaining classrooms that promote physical development
 - Each child will make at least a year's gain on the Gross and Fine Motor domains of the LAP-3 assessment by the end of the school year
- Maintaining classrooms that support literacy and language development
 - Each child will make at least a year's gain on the Prewriting, Cognitive and Language domains of the LAP-3 assessment by the end of the school year
 - Each DLL will show progress in English acquisition as documented in the LAP Observation Checklist for Preschool Dual Language Learners after each assessment
 - Each 4-year-old child will achieve a score of 70% or higher and each 3-year-old child will achieve a score of 50% or higher, on the Individual Student Assessment by the end of the school year
 - Each 4-year old child will show progress in each section of the VPK assessment by the 3rd administration
 - Each classroom will score an average in the mid-range level of the Instructional Support Domain of the CLASS observation

DATA COLLECTION PLAN:

Alignment with Head Start Child Development and Early Learning Framework

Florida Early Learning and Development Standards aligned with OHS Standards
LAP-3 Assessment aligned with OHS Standards
Curriculum objectives aligned with framework weekly and codes included in lesson plans
Plans for written alignment of curriculum and standards

Transition

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

Physical Environment

Environment Checklists (semi-annually)
Health and Safety Checks (semi-annually)
Ongoing Monitoring Checklists (weekly)
Playground Checks (daily)

Learning Environment

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

Individualization

Developmental Screening (Early Screening Profile) *
Parent Observation Checklist
Ongoing Assessment (LAP-3)*
Individual Student Assessment
Florida Voluntary Prekindergarten Assessment
Individualized Education Plan (IEP)
Portfolios
Child Assessment Report/Individual Learning Plan *

Health

Hearing and Vision Screenings
Dental Screenings and Exams
Height and Weight (2 times per year)
Up-to-date Immunizations
Yearly Physicals

Special Diet Plans
Special Health Plans
School Health Clinics
Daily Outside Activities

Mental Health

Contracted Consultant
Monthly Staff Newsletters
Quarterly Parent Newsletters
Peacemaking Skills for Little Kids social skills curriculum
Early Learning Coalition

Nutrition

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

Staff Development

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

Family Engagement

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

Program Governance

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

Fiscal

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

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

SUMMARY:

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

2018-2019 Indirect Cost Rates

Approved FY 2018-19

Agency Numbers	School Districts	Unrestricted Rates	Restricted Rates	Restricted Plan Type
010	Alachua	19.87%	5.41%	Plan B
020	Baker	19.89%	5.79%	Plan B
030	Bay	13.78%	4.09%	Plan B
040	Bradford	19.82%	4.31%	Plan B
050	Brevard	15.90%	4.77%	Plan B
060	Broward	17.00%	5.27%	Plan B
070	Calhoun	15.95%	5.29%	Plan B
080	Charlotte	20.40%	5.44%	Plan A
090	Citrus	18.55%	6.25%	Plan B
100	Clay	14.30%	3.17%	Plan B
110	Collier	18.52%	4.24%	Plan B
120	Columbia	16.44%	4.15%	Plan B

130	Dade	16.66%	3.40%	Plan B
140	Desoto	20.40%	5.22%	Plan A
150	Dixie	21.14%	8.80%	Plan B
160	Duval	13.92%	4.44%	Plan A
170	Escambia	18.40%	5.51%	Plan B
180	Flagler	17.31%	4.57%	Plan A
190	Franklin	18.95%	8.23%	Plan B
200	Gadsden	20.35%	5.62%	Plan A
210	Gilchrist	15.54%	5.90%	Plan A
220	Glades	16.38%	5.07%	Plan B
230	Gulf	20.83%	4.48%	Plan B
240	Hamilton	29.59%	8.58%	Plan B
250	Hardee	19.39%	4.77%	Plan B
260	Hendry	14.64%	4.09%	Plan B
270	Hernando	16.77%	2.69%	Plan B
280	Highlands	14.69%	3.65%	Plan B
290	Hillsborough	12.29%	3.40%	Plan B

**HEAD START REFUNDING APPLICATION
2018-2019
BUDGET NARRATIVE PA-22**

A. Personnel

Children Health and Developmental Services

Program Management

Position	Annual Salary	Salary ACF Share	% Time Worked ACF Grant	# of Days Worked
(1) Health/Nutrition Mental Health	\$44,156	\$44,156	100%	214 days
(1) Education/Disability Coordinator	\$54,105	\$45,989	85%	214 days
(3) Resource Teachers	\$117,935	\$100,245	85%	196 Days

Classroom Staff

(15) Teachers	\$541,265	\$541,265	100%	196 days
(16) Teacher Assistants	\$297,503	\$297,503	100%	196 days

Other Staff

(1) Program Assistant	\$25,353	\$0	15%	196
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Family and Community Partnerships

Program Management

(1) Family Services Coordinator	\$51,430	\$43,716	100%	(1) 240 days
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Other Staff

Visiting Teacher	\$44,558	\$0	100%	(1) @ 214 days
(5) Program Assistants	\$144,916	\$144,916	100%	(1) @ 214 days (1) @ 240 days (3) @ 196 days

Program Design and Management

Head Start Director

Head Start Director	\$67,716	\$33,858	100%	240 days

Clerical Staff

(1) Administrative Assistant (1) Receptionist	\$65,581	\$55,744	85%	240 days
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Other Personnel

3 Bus Monitor	\$22,618	\$22,618	100%	180 days
Maintenance	\$19,707	\$19,707	100%	196 days

TOTAL PERSONNEL: \$1,349,717

B. Fringe Benefits

Item	Amount
Social Security	\$83,682
Retirement	\$80,983
Health/Dental/Life	\$145,769

TOTAL FRINGE BENEFITS: \$310,434

TOTAL= SALARIES & FRINGE = \$1,660,151

C. Travel

No. of Trips	Destination	Length of Stay	Purpose	Staff Positions	Cost
1	TBA	4 days	Florida Head Start Annual Conference	All Staff Hotel - \$1,500 Per Diem - \$750 Car Rental - \$200	\$2,450
1	Orlando	3 days	Florida Association of Young Children	Education Staff Hotel Costs: \$1,700 Per Diem: \$450 Car Rental: \$150	\$2,300
1	Atlanta, GA	5 days	Region IV Head Start Annual Conference	Management Team Policy Council Hotel Costs: \$2,200 Per Diem: \$750 Car Rental: \$250	\$3,200
1	Atlanta, GA	5 days	Region IV Head Start Leadership Conference	Director Management Team and Fiscal Staff Hotel - \$1,500 Per Diem - \$900 Car Rental: \$250	\$2,650
1	Tampa, FL	4 days	One Goal Summer Conference	Staff Male Involvement/Policy Council Hotel Costs: \$1,625.00 Per Diem: \$450.00 Car Rental: \$200.00	\$2,275
1	TBA	4 days	Region IV Parent Conf.	Staff Parents Hotel Costs: \$3,100.00 Per Diem: \$750.00 Car Rental: \$200.00	\$4,050

TOTAL TRAVEL: \$16,925

D. Supplies

Type	Cost
Office Supplies (Paper, Pens, Pencils, Copier Maintenance)	\$15,000
Classroom Supplies (books, software, cleaning supplies and curriculum)	\$27,000
Food Service Supplies	\$11,500

TOTAL SUPPLIES: \$53,500

E. Contractual

Name of Organization	Purpose/Scope of Work	Period	Cost
Dentists	Dental Services	12/01/18 – 11/30/19	\$5,000
Speech Pathologist	Speech Therapy	12/01/18– 11/30/19	\$25,000
Food Service	Adult Meals, Snacks Registered Dietician	12/01/18-11/30/19	\$11,519
Contractor	Classroom/Playground Maintenance, Food Delivery	12/01/18-11/30/19	\$34,000
TBD	Technology (Installation and Updates, Staff and Parent Information	12/01/18-11/30/19	\$21,000
TBD	Interpretation Services	12/01/18-11/30/19	\$18,000
Florida Head Start Association	Agency Dues	12/01/18-11/30/19	\$1,295
TBD	Consultant: Program Compliance	12/01/18-11/30/19	\$28,000
Bryant Landscaping	Lawn Maintenance for Midway, QA3, Stewart Street, Gretna and Havana	12/01/18-11/30/19	\$15,500

TOTAL CONTRACTUAL: \$159,314

F. Other Expenses

<u>Gas/Diesel</u>	<u>Building Maintenance Repairs</u>	<u>Phone</u>	<u>Local Travel (home visits, local meetings and events, travel to centers)</u>	<u>Substitutes</u>	<u>Parent Services – Supplies, (including food) Travel and Training (center Committees, policy Council and male involvement)</u>	<u>Printing (activity calendars, parent handbook, resource flyers, program brochures and program forms (Registration Ads))</u>	<u>Other (Field Trips for the children)</u>	<u>Training and Staff Development Tuition, books, fees and supplies</u>
\$6,000	\$18,500	\$4,200	\$22,000	\$20,750	\$21,262	\$12,000	\$15,800	\$4,000
Utilities	Garbage							
\$13,565	\$3,700							

TOTAL OTHER EXPENSES: \$141,777

H. Indirect Cost

2,180,768 x 5.62%

TOTAL INDIRECT COST - \$122,559

TOTAL ALL CHARGES PA 22 (PROGRAM OPERATION) - \$2,154,226

TOTAL PA 20 (TRAINING/TECHNICAL ASSISTANCE) - \$26,542

TOTAL BUDGET - \$2,180,768

Non-Federal Share
In-Kind Matching Funds 2018-2019

In-Kind Provided by the Gadsden County School Board

Personnel:

Program Design and Management:

Salaries/Benefits

School Site Administrators	\$66,199
School Site Data Entry	\$9,387
School Site Clerical Support	\$12,124
School Site Custodial Services	\$11,296

Total Personnel: **\$99,006**

Contractual:

Travel

Children's Transportation	\$65,902
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Total Travel **\$65,902**

Other Expenses:

Volunteers

2000 hours @ \$8.50 per hour	\$17,000
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Total Other Expenses **\$17,000**

TOTAL IN-KIND FROM GADSDEN COUNTY SCHOOL BOARD	\$181,908
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STATE IN-KIND FUNDS

Voluntary Prekindergarten (VPK)

Personnel:

Program Design and Management

Salaries/Benefits

Head Start Director	\$39,136
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Children Services:

Reimbursement for Head Start Children

155 Children @ \$2,332per child	\$324,148
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Total State Funds	\$363,284
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TOTAL NON-FEDERAL SHARE (IN-KIND) MATCHING FUNDS	\$545,192
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Gadsden County School Board Head Start Program

Grant # 04CH4687

Funding Year: 2018-19

T/TA Plan Narrative

In accordance with the expressed expectations of the Region IV Office of the Administration for Children and Families, we certify that by submitting the attached T/TA Plan, we have engaged the services of our assigned Program Specialist, and our T/TA Specialist. We have given our Program Specialist access to all appropriate documents necessary to undergo both a systems thinking and systems approach to the design and delivery of T/TA services that will enhance services to children and families as we continue to move our program progressively forward.

Preparation

The initial process leading up to the development of the 2018-19 Training and Technical Assistance Plan began in the Spring of 2018. The Gadsden County Head Start Program's T/TA Plan was developed with the assistance of the Head Start Management Team, the Health Advisory Council, Head Start/Pre-K Program Director, and the Policy Council. In order to assist in the development of this plan, several program documents were identified and reviewed. Extensive timelines were set to allow adequate time to meet and accomplish this goal. The Head Start Program Director and Managers reviewed all documents, and each Manager compiled an in-depth list of needs identified in their specific component areas. These documents included, (but were not limited to) a review of the Self-Assessment, Community Assessment, Program Improvement Plan, Classroom Assessment Scoring System (CLASS), Family Engagement Plan, PIR data, Auditor General's Report, Strategic Plan and the School Readiness Plan.

After reviewing such documents as the Community Assessment, Self-Assessment, Program Improvement Plan, Child Outcome Data, Family Engagement Plan, and School Readiness Plan, the team identified program strengths, areas of need in the Head Start Program and within the community, and prioritized goals. This came as a result of completing the Initial Program Profile. Challenging Behaviors in children at home and in school were identified as critical areas of concern in the Community Assessment and the Self-Assessment. As a result, the need to work closely with staff and families in the areas of Challenging Behaviors and understanding mental health issues affecting children and adults were identified and addressed in the program Improvement plan. The Training Plan also addressed the need to assist staff in working more effectively with parents and other agencies in order to ensure growth in this area. Last year's T/TA Plan was also reviewed to address any unmet or ongoing training needs, and to identify any trainings

that needed to be incorporated into the current Plan. Upon doing this, it was noted that continuous parent training is needed in order to adequately address the behavior mental health concerns within the Head Start Program. Teaching Teams will continue to improve CLASS scores as they relate to School Readiness and program quality. These are just some of the ongoing needs that were identified during the Self-Assessment process. Although this issue was addressed in the 2017-18 Training Plan, a continuation of training and education in these areas are still needed. Therefore, these training needs were subsequently included in the 2018-19 Program Improvement Plan and Training Plan.

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

Based on the documentation used to determine the training needs of the program, the Management Team and the Head Start/Pre-K Director prioritized goals. These identified goals, outcomes, and strategies will impact such systems as communication, record-keeping, monitoring, program governance, ERSEA, finance, etc., and will thereby enhance overall services to children and families. The total estimated cost for the Training Plan is **\$26,542.**

Shared Governance

The Program Improvement Plan was provided to all Policy Council members for review at the **June 26, 2018** meeting. At this meeting, the Council members were informed of the steps leading to the development of the Program Improvement Plan. They were informed that the Plan was developed using the Self- Assessment, Community Assessment, School Readiness Plan, Parent/Staff surveys, PIR, and the Auditor General's Report. After reviewing the Plan, it was approved and noted that any training needs would be addressed in the Training Plan, which would also include all required Head Start and State Trainings.

The final Refunding Application, including the Training Plan was approved by the Policy Council on **July 23, 2018.** The Board's approval was given on **July 24, 2018.**

Participants

N/A

Title

Executive Director (if applicable)

N/A

Head Start Director

Carolyn Harden

Fiscal Manager

Bonnie Wood

Education Manager/Coordinator

Cynthia Riley

Health Manager/Coordinator

NiAra Randolph

Disabilities Manager/Coordinator

Cynthia Riley

Family & Community Partnerships

LaKysha Perkins

Policy Council Chairperson

Barbara Brown

Head Start Parent

Evonski Williams

Head Start Parent

LaRhonda Holmes

Head Start Community Rep.

Alexander Powell

Name

Region IV Head Start T/TA Plan
 Grantee: Gadsden County Head Start Program
 YEAR: 2017-18

Part 1: Identified T/TA Goals

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

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
<p>Parents and staff will gain a better awareness of the factors impacting the overall child health/mental health and well-being, as well as gain awareness of ways to impact positive outcomes.</p>	<p>Child/Children’s health information up-to-date Parent implementation of healthier eating habits. Appropriate child behaviors in the home and at school. Knowledge of resources/information available to address mental health issues in children and adults.</p>	<p>Child Plus Data Reports (Health/Mental Health) Child Health Records(Growth Charts/Mental Health Records) Home Visit Reports Workshop Agendas/Sign-In Sheets PIR Reports Classroom Observation Reports</p>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<p><i>List each strategy, event, or activity</i> Training Strategies:</p> <p>a. Train parents on making healthy food choices for their families (newsletters, handouts, trainings, etc.)</p> <p>b. Train parents and staff on appropriate ways to manage challenging behaviors at school and in the home.</p> <p>c. Train parents on various mental health issues affecting both children and adults.</p> <p>d. Train staff on the importance of physical activity in early education (individual and small group experiences)</p> <p>e. Train staff on how to promote healthy eating at school and home.</p>	<p>a. Health Coord./ Consultant</p> <p>b. Health Coord./ Consultant</p> <p>c. Health Coord/ Consultant</p> <p>d. Health Coord/Ed. Coord.</p> <p>e. Health Coord/Ed. Coord.</p>	<p>a. Parents</p> <p>b. Parents/Staff</p> <p>c. Parents</p> <p>d. Staff</p> <p>e. Staff</p>	<p>a. Health Coord.</p> <p>b. Health Coord.</p> <p>c. Health Coord./</p> <p>d. Health Coord/ Ed. Coord.</p> <p>e. Health Coord</p>	<p>a. Dec.’18- June’19& Aug’19- Nov’19</p> <p>b. . Dec.’18- June’19& Aug’19- Nov’19</p> <p>c. Dec’18</p> <p>d. Dec.’18- June’19& Aug’19- Nov’19</p> <p>e. Aug’19</p>	<p>a.\$200</p> <p>b. \$800</p> <p>c.\$250</p> <p>d.-0-</p> <p>e.\$300</p>

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

Part 1: Identified T/TA Goals

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

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

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>					
a. Train ALL teachers on Developmental Learning Measures (DLM) Curriculum, the LAP-3 assessment, and the CLASS Observation Tool.	a. Ed. Coord./ Resource Teachers/Coach Consultant	a. Teaching Teams	a. Ed. Coord.	a. Dec.'18- May'19& Aug'19- Nov'19	a. \$2,850
b. Train parents and staff on goals outlined in the School Readiness Plan (Parent Orientation and Pre-service Training)	b. Ed. Coord/	b. Parents/Teaching Teams	b. Ed. Coord./ FSvcs Coord	b. Aug' 19	b. -0-
c. Provide individualized teacher training based on results of CLASS observations, and data from LAP-3 and VPK Assessment and ISA's.	c. Ed. Coord/ Res.Teachers Coach	c. Teaching Teams	c. Ed. Coord. Res. Teachers	c. Dec.'18- June'19& Aug'19- Nov'19	c. \$3,800
d. Train parents and staff on importance of social skills education	d.Fsvc. Coord. Ed. Coord./ Consultant	d. Parents/Staff	d. Ed. Coord. Fsvc. Coord	d. July'19- Aug'19	d. -0-
e. Train staff on the use of appropriate teaching strategies for children with special needs and also on different learning styles in children	e. Ed. Coord/ Res.Teachers/ Consultant	e. Staff	e. Ed. Coord.	e. Dec.'18- June'19& Aug'19- Nov'19	e.\$1,300

Region IV Head Start T/TA Plan
 Grantee: Gadsden County Head Start Program
 YEAR: 2017-18

Part 1: Identified T/TA Goals

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

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
<p>Family Services Staff will have the techniques necessary to assist parents in attaining their goals, and improving the lives of themselves and their children.</p> <p>Increased parental involvement in their child’s daily life experiences (home and school)</p> <p>Children being successful in school and in the community</p>	<p>Parent attainment of FPA Goals</p> <p>Accurate Recordkeeping</p> <p>Different levels of parent participation</p> <p>Positive Parent Outcomes</p> <p>Attainment of Family Engagement Plan Goals</p>	<p>Child Plus Reports</p> <p>Home visit Records</p> <p>Family Services Monitoring Reports</p> <p>Workshop agendas/sign-in sheets</p> <p>Parent Involvement Reports</p> <p>Classroom Volunteer Reports</p> <p>PIR Reports</p> <p>Family Services meetings/agendas</p> <p>Parent Surveys</p>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>					
<p>a. Train Family Service Staff and Teaching Teams on how to engage parent participation in daily activities in the classroom and at home.</p>	<p>a. Family Svcs Coord./ Ed. Consultant</p>	<p>a. Teachers</p>	<p>a. Family Svc Coord. Ed. Corrd</p>	<p>a. Dec.’18- May’19& Sept’19- Nov’19</p>	<p>a. -0-</p>
<p>b. Train Family Service Staff on Positive interactions with families, goal setting, and accurate documentation.</p>	<p>b. Family Svcs Coord./ Consultant</p>	<p>b. Family Svcs. Staff</p>	<p>b. Family Svc Coord.</p>	<p>b Dec.’18- May’19&</p>	<p>b.\$3,000</p>
<p>c. Train Staff on implementation of Research-Based Parent Curriculum “Conscious Discipline”</p>	<p>c. Family Svcs Corrd./Consultant</p>	<p>c. Family Svcs. Staff</p>	<p>c. Family Svcs Coord.</p>	<p>Aug’19- Nov’19 c.Sept’19</p>	<p>c.\$2,400</p>

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

Part 1: Identified T/TA Goals

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

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

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>					
a. Train Governing Board, Policy Council, and Head Start staff on how to understand difference between CLASS and School Readiness	a. Consultant	a. G. Board /Policy Council/ H.S. Staff	a. H.S. Director	a. Dec.'18- July'19	a. \$1,200
b. Governing Board, Director, and Fiscal Staff will be trained on new Fiscal Tracking System Skyward)	b. Consultant	b. G. Board /Fiscal Staff	b. H.S. Director	b. Dec.'18- Nov'19	b. -0-
c. Train Governing Board, Policy Council, and Staff on how to Analyze Data to Support Program Goals.	c. Consultant	c.G.Board/Policy Council/ H.S. Staff	c.H.S. Director	c. Dec.'18- June'19	c. -0-

Part 2: Required HS Training

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
Head Start Act Section 640(a)(3)(B)(ii) 1302.31(2)(ii)(4) Developing skills in working with children with non-English language background and children with disabilities, as appropriate	ESOL Coordinator/ Education Coordinator Teachers	Teachers Parapro- fessionals	Teaching staff will provide appropriate experiences for children with non-English language backgrounds and children with disabilities	Education Coordinator	Dec'18- Nov.'19	\$4,000
1302.92(b)(2) Identification and reporting of child abuse and neglect including methods for identifying and reporting child abuse and neglect that comply with applicable State and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers	Consultant/ Family Services Coordinator	All Staff	Cases of child abuse and/or neglect will be identified and reported	Family Services Coordinator	Aug '19	-0-
1302.70(d) Transition training for Early Head Start or Head Start staff and school or other child development staff	Education Coordinator, Consultant	Director, Management Staff, Teaching Teams	Children and families will successfully transition into and out of the Head Start program	Transition Coordinator	April '19	-0-
1302.92(a) Orientation for new staff, consultants and volunteers	Director, Education Coordinator, Resource	New Staff	All new staff, consultants, and volunteers will receive an orientation which includes the goals and underlying philosophy of Early Head Start and/or Head Start and the ways in which they are implemented by the program.	Director	Dec'18- Nov.'19	-0-
1302.47(4) Safety Training for Staff	Teachers, Consultant Consultant	All Staff and Volunteers	All Staff and Volunteers will promote safety throughout the program year	Health Coordinator	Dec '18- Nov '19	\$600

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

<p>1302.92(b)(1) Pre and in-service training opportunities designed to improve the ability of staff and volunteers to deliver services required by Head Start regulations and policies</p>	<p>Director, Management Staff, Resource Teachers/ Consultant</p>	<p>All Staff</p>	<p>Program staff and volunteers will acquire or increase the knowledge and skills they need to fulfill their job responsibilities. This training will be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies</p>	<p>Director</p>	<p>Aug. '19</p>	<p>\$1,050</p>
<p>1302.92(a) Training about the underlying goals of Head Start and the program options being implemented</p>	<p>Director, Management Staff, Resource Teachers</p>	<p>All Staff Parents</p>	<p>Staff and volunteers will increase knowledge about the underlying goals of Head Start and the program options being implemented</p>	<p>Director</p>	<p>Aug. '19</p>	<p>-0-</p>
<p>45 CFR 1310.17(b)(1) Operate the vehicle in a safe and efficient manner</p>	<p>Transportation Director</p>	<p>Bus Drivers, Monitors, Program Assistants</p>	<p>Transportation services provided to children will be completed safely and efficiently, without incidents of injury to persons or damage to property</p>	<p>Transportation Director</p>	<p>Aug. '19</p>	<p>\$700</p>
<p>45 CFR 1310.17 (b)(2) Safely run a fixed route and perform specialized driving maneuvers</p>	<p>Transportation Director</p>	<p>Bus Drivers</p>	<p>Drivers will complete assigned routes and driving maneuvers safely, without incidents of injury to persons or damage to property.</p>	<p>Transportation Director</p>	<p>Aug. '19</p>	<p>-0-</p>
<p>45 CFR 1310.17(b)(3) Administer basic first aid</p>	<p>Transportation Director</p>	<p>Bus Drivers, Monitors, Program Assistants</p>	<p>Staff and volunteers will obtain knowledge and skill in administering first aid to injured students and staff.</p>	<p>Transportation Director</p>	<p>Aug. '19</p>	<p>-0-</p>
<p>45 CFR 1310.17(b)(4) Handle emergency situations</p>	<p>Transportation Director</p>	<p>Bus Drivers, Monitors</p>	<p>Staff and volunteers will obtain knowledge and skill in following appropriate procedures to handle emergency situations.</p>	<p>Transportation Director</p>	<p>Aug. '19</p>	<p>-0-</p>

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

1303.72(2)(i) Operate special equipment	Transportation Director	Bus Drivers/ Monitors	Staff and volunteers will obtain knowledge and skill in operating special equipment.	Transportation Director	Aug. '19	-0-
1303.72(2)(i) Conduct maintenance and safety checks and maintain accurate records.	Transportation Director	Bus Drivers/ Monitors	Staff and volunteers will obtain knowledge and skill in conducting maintenance and safety checks to ensure a safe environment.	Transportation Director	Aug. '19	-0-
1303.72(d)(1) Meet applicable driver training requirements of the state in which they operate	Transportation Director	Bus Drivers	Drivers will obtain knowledge and skills related to requirements for state licensure in which they operate.	Transportation Director	Aug. '19	-0-
1302.34 (Parent) How to be the primary teacher for their children and full partners in the education of their children	Teacher/ Resource Teacher/ Family Svc. Coordinator	Parents	Parents will obtain knowledge and skills in guiding their child's education.	Family Svc. Coordinator	April '19	-0-
1302.12(m) Determining, verifying and documenting eligibility	Family Services Coord.	All Staff	Staff will obtain knowledge on how to collect complete and accurate information.	Family Svc. Coordinator	Aug. '19	-0-
1302.71 Preparation for parents to exercise their rights and responsibilities concerning the education of their children in the school setting	Teacher/ Family Svc.Coord. /Consultant	Parents	Parents will obtain knowledge of their rights and responsibilities concerning the education of their children in the school setting. Parents will develop skills in exercising their rights as parents in the school setting.	Family Svc. Coordinator/Transition Coordinator	April '19	\$300

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

<p>1302.46(b)(v) If the agency provides transportation, training that includes vehicle and pedestrian safety</p>	<p>Community Organizations</p>	<p>Parents</p>	<p>Parents and children will demonstrate knowledge and skill in vehicular safety methods and pedestrian safety methods.</p>	<p>Family Svc. Coordinator</p>	<p>Aug. '19</p>	<p>-0-</p>
<p>1302.46(b)(ii) Family assistance with nutrition</p>	<p>Teachers/ Family Svcs /Nutrition Coordinator</p>	<p>Parents</p>	<p>Families will receive information on resources to assist with nutrition needs. Families will receive instruction on proper nutrition and meal planning.</p>	<p>Family Svc Coord./ Nutrition Coordinator</p>	<p>Aug. '19</p>	<p>-0-</p>
<p>1302.34 Opportunities to enhance parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children</p>	<p>Teachers, Family Svcs./ Education Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge in proper methods of parenting; develop an understanding of their child's educational and developmental needs; and develop skill in selecting appropriate educational and developmental activities for their children.</p>	<p>Education Coordinator</p>	<p>Aug. '19</p>	<p>-0-</p>
<p>1302.45(b)(4)(5) Parent and staff education of mental health issues</p>	<p>Consultant/ Mental Health Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge of mental health issues in children, including characteristics/signs to watch for.</p>	<p>Mental Health Coordinator</p>	<p>Dec. '18</p>	<p>\$-0-</p>

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

Part 3: Required State Training

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<i>List of Required trainings from state regulations</i>	Tallahassee Community College/ Children's Forum	Paraprofessional	Paraprofessionals will gain knowledge and skills in the area of child development and children behaviors.	Education Coordinator	Dec '18 Nov '19	\$592
	Transportation Director	Family Services Staff/Monitors	Safe and dependable transportation for Head Start children, staff and parents.	Director	July '19	\$1,000
	Health Department	All Staff	To minimize the risk of transmission of HIV, Hepatitis B, and other blood borne pathogens to staff, volunteers, and children.	Health Coordinator	Aug. '19	-0-
	Health Department	All Staff	To ensure medication is administered properly to children in their care	Health coordinator	Aug '19	-0-
	School Safety Coordinator	All Staff	To ensure the safety of children and staff.	Health Coordinator	Aug '19	\$2,200

Health / Nutrition / Mental Health Services
Self-Assessment Report

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

Team Leader: NiAra Randolph

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

Date of Report: May 11, 2018

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

Strengths:

- Mental Health Provider is very accessible to parents/staff and provides services in a timely manner
- Fresh Fruit and Vegetable Snack Program implemented at all Head Start sites
- Playground area and equipment well maintained through contracted provider, new playground for George W. Munroe is in progress
- School Nursing staff available at all school sites
- ChildPlus Software is used for effective tracking and monitoring of health information and needs
- Local Health Department has partnered with Head Start Program to combat obesity epidemic in the community
- New partnership with Dr. Nicholas Gregg to provide dental services for children and families in need of services
- Active partnership with Smiles Unlimited Mobile Dental Unit that provides cleanings and fluoride services for all enrolled children with parental consent
- Head Start and Early Head Start Health Coordinators work closely together
- Strong Community Partnerships and collaboration (i.e. WIC, School Health Personnel, Health Department)
- Strong, active Health Advisory Committee
- Formal Mental Health Referral is being utilized effectively and efficiently by staff/teachers to provide a smooth referral process as well as assisting in meeting the needs of all enrolled children

Areas Needing Improvement:

- Parents' understanding of mental and oral health issues affecting children and adults
- Parents' awareness of and implementation of nutritional strategies to combat childhood obesity
- Parents' and teachers' ability to effectively manage challenging behaviors
- Obtaining updated information from parents in a timely manner to maintain up-to-date status of all enrolled children

Areas Needing Immediate Improvement:

- N/A

Recommendations/Comments:

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

Signature of Person Completing Report: _____

Children Services
Self-Assessment Report

Program Area: Education, Early Childhood Development, and Disabilities

Team Leader: Cynthia Hayes-Riley

Team Members: Resource Teachers, Policy Council Member – Barbara Brown

Date of Report: May 30, 2018

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

Strengths:

- Classroom materials and equipment to support curriculum
- Curriculum supports differentiated instruction with ideas for enrichment, additional support, children with special needs and DLLS
- Resource Teachers are CLASS certified and in classrooms on a weekly basis
- One Resource Teacher is a certified CLASS trainer
- Early Learning Coalition conducts CLASS Observations at least twice per year
- Training availability and accessibility opportunities
- Child Assessment Instrument (LAP-3) with Red-e-Learner database and Florida VPK Assessment with Bright Beginnings database
- Services for children with disabilities provided through school district
- Cooperation between different component areas
- Certified Teaching staff
- ABC Mouse Curriculum (school and home usage)
- Relationship with previous Education Coordinator

Areas Needing Improvement:

- Parent and staff awareness of the goals included in the Program's School Readiness Plan
- Parent involvement
- Knowledge of parents and staff as to the importance of social skills training
- Effective teacher interaction and use of appropriate instructional strategies to meet the needs of all children
- Training and support for teachers new to Head Start/Pre-K
- Knowledge by District staff as to the importance of CLASS in Head Start Classrooms
- Train staff on the process of making referrals for students with disabilities
- Support from Resource Teachers to Teaching Teams
- Monitoring of classrooms and areas of improvement corrected in a timely manner
- Use of data by Management staff for program planning

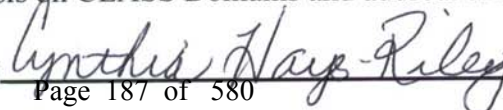
Areas Needing Immediate Improvement:

- CLASS Scores

Recommendations/Comments:

- Use Parent Link to inform parents of events/trainings
- Train staff on the use of appropriate teaching strategies for children with special needs
- Train new teachers on the DLM Curriculum and the LAP-3 assessment
- Train staff on the importance of physical activity in early education
- Provide training to staff on process for making referral for students with disabilities
- Monitor classrooms with an emphasis on CLASS Domains and address areas of improvement

Signature of Person Completing Report:


Cynthia Hayes-Riley

Family Services
Self-Assessment Report

Program Area: ERSEA, Family and Community Partnerships

Team Leader: Lakysa Perkins

Team Members: Family Services Staff, Policy Council Member – Barbara Brown, Parent – Cierra Green

Date of Report: May 25, 2018

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

Strengths:

- Positive relationship with community partners
- Funded enrollment maintained throughout school year
- Family Service staff maintain a good rapport with parents
- Background checks completed on all parents/guardians volunteering with the program
- Caseload of Family Service Workers
- A part of ChildCare Partners group
- Strong partnership with Early Head Start & ESE Program
- Documentation of family income is maintained on each enrolled child along with signed income statement
- Partnership with Home Instruction for Parents of Preschool Youngsters (HIPPY) Program
- Strong Policy Council/Parent Committee Groups
- Mental Health Consultant available to assist teaching staff and parents

Areas Needing Improvement:

- More parent involvement at the school/classroom/home level
- Training for Family Service staff and new staff on goal setting and documentation
- Visibility in the community
- Collaborating with Social Services agencies
- Collaboration between Teaching Team, Family Service Staff & Parents
- Data Entry procedures

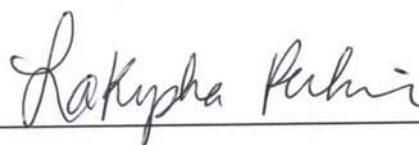
Areas Needing Immediate Improvement:

- Implement research based Parent Curriculum

Recommendations/Comments

- Select an approved research based Parent Curriculum
- Implement Parent Curriculum
- Have positive service contact with families
- Encourage regular parental involvement in classrooms
- Participate more frequently in community events
- Join community based platforms and organizations to enhance networking opportunities
- Professional development opportunities for Teaching Team, Staff & Parent
- ChildPlus training for staff

Signature of Person Completing Report: _____



Program Design and Management Services Self-Assessment Report

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

Team Leader: Carolyn Harden

Team Members: LaClarence Mays, Bonnie Wood, Laurie Hall,
Policy Council Members - Michele Hogue and Alexander Powell

Date of Report: May 25, 2018

Center / Sites: Office / Classrooms

Strengths:

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

Areas Needing Improvement:

- Roles and responsibilities of staff in key management positions (Education, Health, Family Partnership)
- Analyzing and using data to support program goals to include School Readiness and Family Outcomes
- Thorough utilization of data system (ChildPlus)
- Succession Planning
- Simplified financial status reports
- Classroom organization
- CLASS scores (emotional support, classroom organization, instructional support)
- Comparing budgeted costs to actual costs

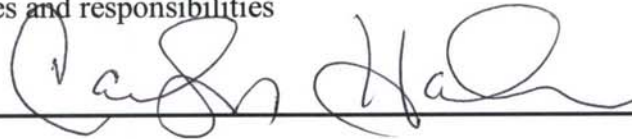
Areas Needing Immediate Improvement:

- N/A

Recommendations/Comments:

- Individualized training for staff in key Management positions
- Analyzing and utilizing data to support program goals, classrooms (school readiness), and families (family outcomes)
- Management staff becoming proficient in using Data System
- CLASS support for education staff from consultant
- Training for Fiscal staff on Fiscal Management system (Skyward)
- Coaching Strategies for Educational Support staff
- Training for key Management on roles and responsibilities

Signature of Person Completing Report:

A handwritten signature in black ink, appearing to read "Cash Hall", written over a horizontal line.

Gadsden County School Board



2018 - 2019



Head Start/Pre-K Program Improvement Plan

Head Start/Pre-K Program Improvement Plan 2018 - 2019

Children Services

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

Strengths:

- Mental Health Provider is very accessible to parents/staff and provides services in a timely manner
- Fresh Fruit and Vegetable Snack Program implemented at all Head Start sites
- Playground area and equipment well maintained through contracted provider, new playground for George W. Munroe is in progress
- School Nursing staff available at all school sites
- ChildPlus Software is used for effective tracking and monitoring of health information and needs
- Local Health Department has partnered with Head Start Program to combat obesity epidemic in the community
- New partnership with Dr. Nicholas Gregg to provide dental services for children and families in need of services
- Active partnership with Smiles Unlimited Mobile Dental Unit that provides cleanings and fluoride services for all enrolled children with parental consent
- Head Start and Early Head Start Health Coordinators work closely together
- Strong Community Partnerships and collaboration (i.e. WIC, School Health Personnel, Health Department)
- Strong, active Health Advisory Committee
- Formal Mental Health Referral is being utilized effectively and efficiently by staff/teachers to provide a smooth referral process as well as assisting in meeting the needs of all enrolled children

Areas Needing Improvement:

- Parents' understanding of mental and oral health issues affecting children and adults
- Parents' awareness of and implementation of nutritional strategies to combat childhood obesity
- Parents' and teachers' ability to effectively manage challenging behaviors
- Obtaining updated information from parents in a timely manner to maintain up-to-date status of all enrolled children

Areas Needing Immediate Improvement:

- N/A

Corrective Actions:

- Educate parents on various mental and oral health issues affecting children and adults and emphasize the importance of maintaining good health by keeping appointments and following up with necessary treatments.

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Ensure health information is obtained and up-to-date for all enrolled children through follow-ups and consistent communication with parents.

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Continue working with parents on healthy food choices for themselves and their family.

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Educate parents on effective ways to manage challenging behaviors in the home and efficient collaboration with teachers to effectively induce healthy behaviors at school.

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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Persons Responsible:

- Health Coordinator
- Head Start Director

Children Services (Education and Disability Services)

Strengths:

- Classroom materials and equipment to support curriculum
- Curriculum supports differentiated instruction with ideas for enrichment, additional support, children with special needs and DLLS
- Resource Teachers are CLASS certified and in classrooms on a weekly basis
- One Resource Teacher is a certified CLASS trainer
- Early Learning Coalition conducts CLASS Observations at least twice per year
- Training availability and accessibility opportunities
- Child Assessment Instrument (LAP-3) with Red-e-Learner database and Florida VPK Assessment with Bright Beginnings database
- Services for children with disabilities provided through school district
- Cooperation between different component areas
- Certified Teaching staff
- ABC Mouse Curriculum (school and home usage)
- Relationship with previous Education Coordinator

Areas Needing Improvement:

- Parent and staff awareness of the goals included in the Program's School Readiness Plan
- Parent involvement
- Knowledge of parents and staff as to the importance of social skills and active play training
- Effective teacher interaction and use of appropriate instructional strategies to meet the needs of all children
- Training and support for teachers new to Head Start/Pre-K
- Knowledge by District staff as to the importance of CLASS in Head Start Classrooms
- Train staff on the process of making referrals for students with disabilities
- Support from Resource Teachers to Teaching Teams
- Monitoring of classrooms and areas of improvement corrected in a timely manner
- Utilize Practice Based Coaching Plan according to Head Start Performance

Areas Needing Immediate Improvement:

- CLASS Scores

Corrective Actions:

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

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Use Parent Link to inform parents of events/trainings

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Train parents and staff on the importance of social skills education

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Provide individualized teacher training based on the results of CLASS observations, and data from LAP and VPK assessments

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Train staff on the use of appropriate teaching strategies for children with special needs

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Train new teachers on the DLM Curriculum and the LAP-3 assessment

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Train staff on the importance of physical activity in early education

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Distribute CLASS scores by schools (for comparison) to District Administrators and Principals

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Provide training to staff on process for making referrals for students with disabilities

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Distribute to Principals results data from LAP and VPK assessments

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Monitor classrooms with an emphasis on CLASS Domains and address areas of improvement

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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Persons Responsible:

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

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

Strengths:

- Positive relationship with community partners
- Funded enrollment maintained throughout school year
- Family Service staff maintain a good rapport with parents
- Background checks completed on all parents/guardians volunteering with the program
- Caseload of Family Service Workers
- A part of ChildCare Partners group
- Strong partnership with Early Head Start & ESE Program
- Documentation of family income is maintained on each enrolled child along with signed income statement
- Partnership with Home Instruction for Parents of Preschool Youngsters (HIPPI) Program
- Strong Policy Council/Parent Committee Groups
- Mental Health Consultant available to assist teaching staff and parents

Areas Needing Improvement:

- More parent involvement at the school/classroom/home level
- Training for Family Service staff and new staff on goal setting and documentation
- Visibility in the community
- Collaborating with Social Services agencies
- Collaboration between Teaching Team, Family Service Staff & Parents
- Data Entry procedures

Areas Needing Immediate Improvement:

- Implement research based Parent Curriculum

Corrective Actions:

- Attend Head Start sponsored trainings/conferences where goal setting/recordkeeping is offered.

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Invite parents to participate in daily classroom activities.

Time Line:

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

Time Line:

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

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Collaborate with Social Services Agencies.

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Collaborate between Teaching Team, Staff, and Parents.

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Train Staff on Data Entry Procedures.

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Select Research Based Parent Curriculum.

Time Line:

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

- Train staff on Parent Curriculum.

Time Line:

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

Persons Responsible:

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

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

Strengths:

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

Areas Needing Improvement:

- Roles and responsibilities of staff in key management positions (Education, Health, Family Partnership)
- Analyzing and using data to support program goals to include School Readiness and Family Outcomes
- Thorough utilization of data system (ChildPlus)
- Succession Planning
- Simplified financial status reports
- Classroom organization
- CLASS scores (emotional support, classroom organization, instructional support)
- Comparing budgeted costs to actual costs

Areas Needing Immediate Improvement:

- N/A

Corrective Actions:

- Individualized training for staff in key management positions

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Analyzing and using data to support program goals, classrooms (School Readiness), and families (Family Outcomes)

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Management staff becoming proficient in using ChildPlus data system

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Class support for education staff from consultant

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Training for Fiscal staff on Fiscal Management system (Skyward)

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Coaching Strategies for Educational Support staff

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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- Training for key Management on roles and responsibilities

Time Line:

Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019
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Persons Responsible:

- Program Director

Head Start Center Information for 2018-2019

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

Hours of Operation:

School Sites: 8:00 a.m. – 3:40 p.m.

Midway Head Start Center: 8:00 a.m. – 3:00 p.m.

Quincy Area 3's Center: 7:00 a.m. – 5:30 p.m.

To be completed by Head Start/Pre-K Office Staff

HEAD START/PREKINDERGARTEN PLACEMENT CRITERIA

CHILD'S NAME: _____

Head Start (Income Eligible)	(20)	_____
Title I/VPK eligible (4 yr. old by Sept. 1st)	(10)	_____
Working Parent	(5)	_____
Single Parent	(1)	_____
Teenage Parent (at time of 1 st child's Birth)	(1)	_____
Medicaid (must be documented)	(1)	_____
Over 5 Children in Immediate Family	(2)	_____
3 Children Under Age 4	(2)	_____
Parent/Guardian Didn't Finish High School	(1)	_____
Age of Child: Turns 5 Between 9/2 – 12/31	(5)	_____
Turns 5 Between 1/1 – 4/15	(2)	_____
Turns 4 Between 9/2 – 12/31	(5)	_____
Turns 4 Between 1/1 – 4/15	(2)	_____
Agency Referral (referral form required)	(3)	_____
Child Has No Parent/Legal Guardian	(2)	_____
LEP Student (Limited English Proficiency)	(1)	_____

TANF _____ Foster Child _____ Parent/Guardian Receives SSI _____

Active Military Family _____ Protective Services Child _____

Transitioning From Early Head Start (EHS) _____

TOTAL POINTS EARNED: _____

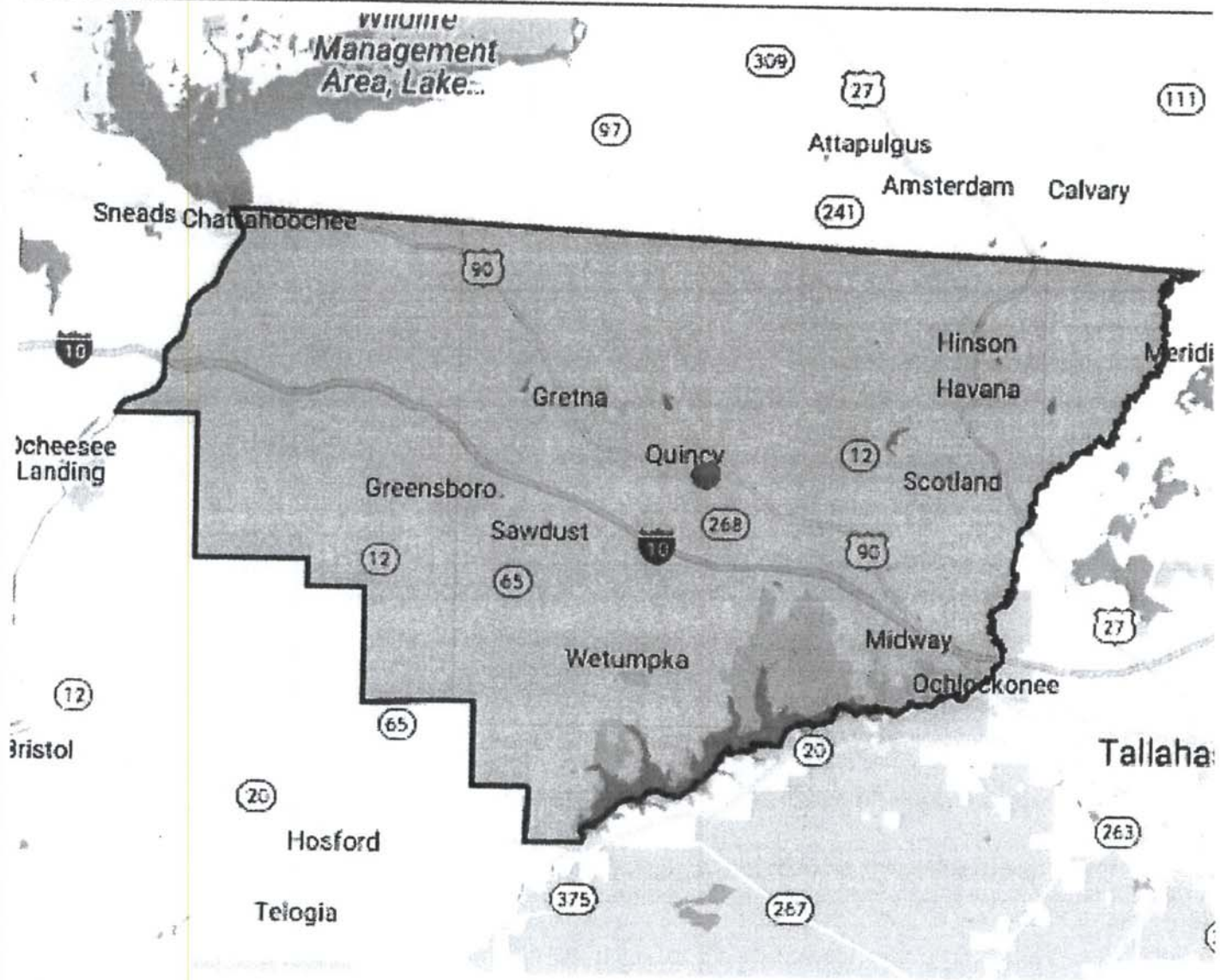
Qualifies for Title I/VPK (4 yr. old) _____ **HS** _____ **Over Income** _____
(Test Score 115 or below)

Date: _____

Staff Initials: _____

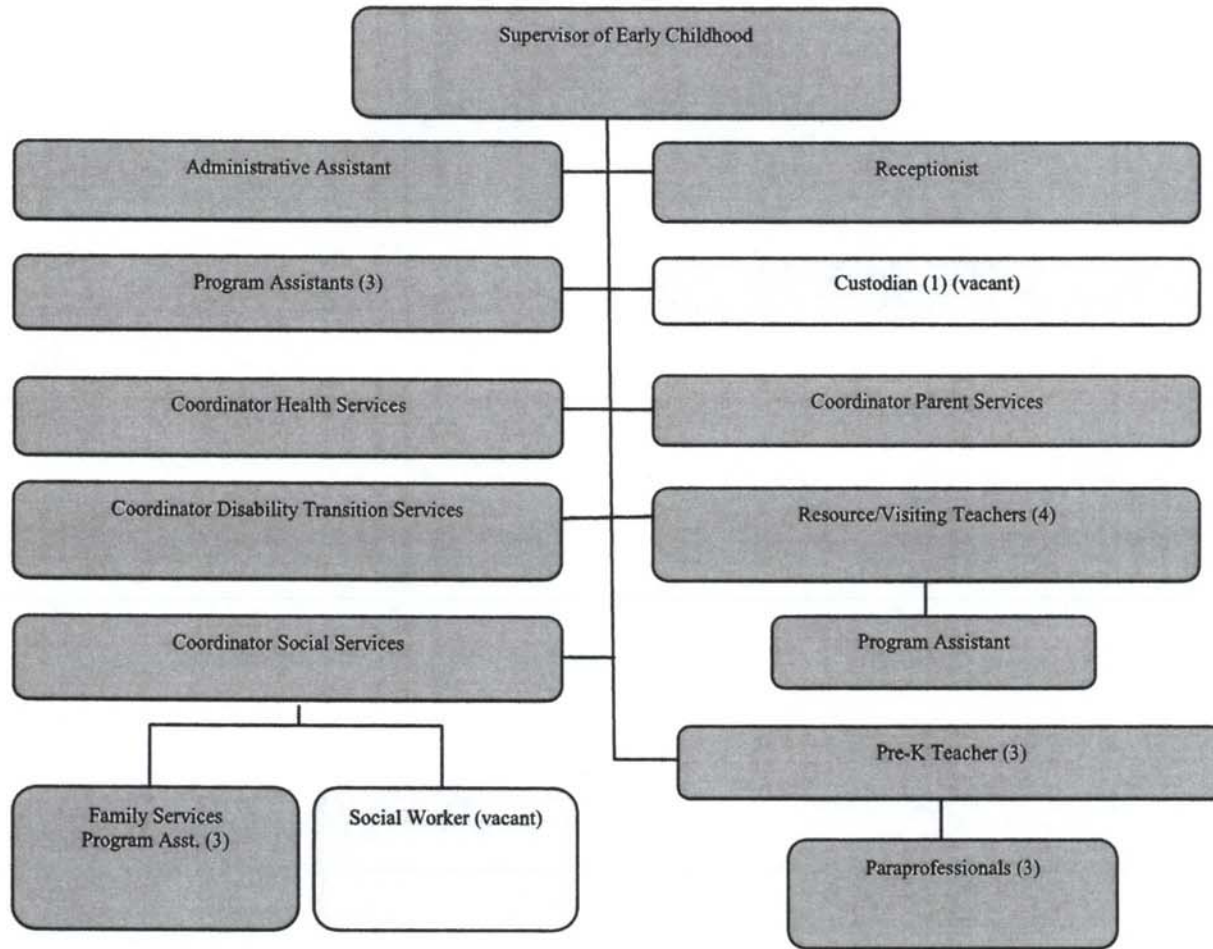
Head Start Program - School Boundaries Map (School At

Search FL address: **P** Primary **M** Middle



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

Pre-Kindergarten Services



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7j

DATE OF SCHOOL BOARD MEETING: July 24, 2018

TITLE OF AGENDA ITEM: **Special Programs and Procedures for Exceptional Student Education**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

Special Programs and Procedures for Students with Disabilities are the policies, procedures, guidelines, mandates and laws that must be followed during the provision of services for Students with Disabilities. The Gadsden School District Policies and Procedures have been approved by the Florida Department of Education.

SOURCE: IDEA

AMOUNT: NA

PREPARED BY: Sharon B. Thomas *SBT*

POSITION: Director of Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

PROOF READ BY: *Regina Herring*

2018 JUL 11 PM 3:25
GADSDEN SCHOOL DISTRICT

SP&P SIGNATURE PAGE

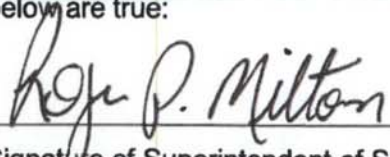
School District: **Gadsden**

Administrator of Exceptional Student Education: **Sharon B. Thomas**

This document is effective for the **2017–2018 through 2019–2020** school years.

CERTIFICATION OF APPROVAL

I, **Roger P. Milton**, do hereby certify that each of the statements below are true:



Signature of Superintendent of School District
or Authorized Representative of Governing Body or Agency

4/23/2018

Date of Approval

SPECIAL PROGRAMS AND PROCEDURES

The district's *Exceptional Student Education (ESE) Policies and Procedures (SP&P)* document was approved by the governing body for submission to the Florida Department of Education on the date indicated.

The contents of this document preprinted by the Florida Department of Education have not been altered in any way.

The school district shall implement the requirements of any statutes or State Board of Education rules affecting programs for exceptional students during the effective dates of this document.

The school district shall implement the requirements of the Individuals with Disabilities Education Act (IDEA) and its implementing requirements at Section 300 of Title 34 of the Code of Federal Regulations.

SCHOOL DISTRICT POLICIES AND PROCEDURES

Any district-produced policy and procedures documents that meet the following criteria have been submitted to the Florida Department of Education with the SP&P. Such documents:

- Supplement the information contained in the district's SP&P
- Address school district exceptional student education procedures or policies
- Are adopted by the school board as school district policy

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF K-12 PUBLIC SCHOOLS
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

School District

Gadsden

**EXCEPTIONAL STUDENT EDUCATION
POLICIES AND PROCEDURES (SP&P)**

EFFECTIVE DATE:

2017-2018

Part I. General Policies and Procedures

Section A.1: Legal Requirements for General Policies and Procedures

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations(CFR) § 300.641

Sections 1003.57, 1003.571, and 1003.573, Florida Statutes(F.S.)

Rules 6A - 6.03411 and 69A - 58.0084, Florida Administrative Code(F.A.C.)

Requirement Related to ESE Policies and Procedures

For a school district to be eligible to receive state or federal funding for specially designed instruction and related services for exceptional students, it shall do the following:

1. Develop a written statement of policies and procedures for providing an appropriate program of specially designed instruction and related services for exceptional students
2. Submit its written statement of policies and procedures to the Bureau of Exceptional Education and Student Services (Bureau) for approval
3. Report to FDOE the total number of students in the school district receiving instruction in each special program for exceptional students in the manner prescribed by FDOE

The IDEA corresponding federal regulations, state statutes, and State Board of Education rules relating to special programs for exceptional students serve as criteria for the review and approval of the district's SP&P document.

The school district will submit the SP&P document in accordance with the timelines established in s. 1003.57, F.S., s. 1003.573, F.S., and Rule 6A-6.03411, F.A.C.

Section A.2: Legal Requirement Related to the Use of Restraint and Seclusion

District and School-Based Standards for Documenting, Reporting, and Monitoring the Use of Manual, Physical, or Mechanical Restraint and Seclusion Developed by the FDOE

District Level Standards

Districts shall:

- Have written procedures for reporting incidents of restraint and seclusion using the FDOE web-based reporting system.
- Have policies and procedures for restraint and seclusion on file with the Bureau of Exceptional Education and Student Services.
- Have training for personnel on the use of restraint and seclusion and maintain records of such trainings. The records maintained should include, but not be limited to:
 - Names of personnel trained
 - Description of training received
 - Dates of trainings
- Have a written plan for reducing restraint and seclusion

District Monitoring Standards

Districts shall:

- Have written policies and procedures for monitoring the use of restraint and seclusion for students with disabilities at the classroom, building, school, and district levels.
- Have a plan for reviewing restraint and seclusion data and effectiveness of instructional and behavioral practices used to reduce the use of restraint and seclusion, to include when, where, and why the restraint or seclusion occurred.
- Have policies and procedures for monitoring the use of restraint and seclusion on file with the Bureau of Exceptional Education and Student Services.
- Implement a plan for the purpose of reducing the use of restraint and seclusion that includes activities, skills and resources.
- Ensure that rooms used for seclusion meet the requirements of Rule 69A-58.0084, F.A.C.

School Level Standards

Schools shall:

- Have written school-based procedures for reporting incidents of restraint and seclusion using the FDOE web-based reporting system.
- Have school-based personnel who are trained to enter and report incidents using the FDOE web-based reporting system.
- Follow procedures for written notification of incidents of restraint and seclusion on the day of the incident, including, but not limited to:
 - Providing parents with a notification in writing of any incident of restraint or seclusion. This written notification must include the type of restraint used and any injuries occurring during or resulting from the restraint.
 - Making reasonable efforts to contact the parent via telephone or email on the day of the incident.
 - Obtaining the parent's signed acknowledgement of receipt of the notification.
 - Maintaining the documentation of the parent's signed acknowledgement of notice.
- Follow procedures for written incident reporting, including, but not limited to:
 - Providing parents with a written incident report generated by the FDOE web-based reporting system by mail within three **school** days of any incident of restraint or seclusion.
 - Obtaining the parent's signed acknowledgement of receipt of the incident report.
 - Maintaining the documentation of the parent's signed acknowledgement of receipt of the incident.
- Make a minimum of two attempts to obtain written parent acknowledgement when parents fail to respond to initial notices or incident reports.

Requirement Related to the Use of Restraint and Seclusion

In accordance with s. 1003.573, F.S., *Use of restraint and seclusion on students with disabilities*, the district submitted policies and procedures related to the use of restraint and seclusion by January 31, 2012.

One of the following must be selected:

- The district has made no changes to their policies and procedures regarding the use of restraint and seclusion.
- The district has made changes to their policies and procedures regarding the use of restraint and seclusion.
- This section is not applicable for the district.

District Policies Regarding Restraint and Seclusion

Physical restraint – One of the following must be selected:

- In addition to this SP&P document, the district has a written policy regarding allowable use or prohibition of physical restraint. This policy is included in Appendix D.
- This SP&P document is the district's only written policy regarding the allowable use or prohibition of physical restraint.

Seclusion – One of the following must be selected:

- In addition to this SP&P document, the district has a written policy regarding allowable use or prohibition of seclusion. This policy is included in Appendix D.
- This SP&P document is the district's only written policy regarding the allowable use or prohibition of seclusion.

Assurances

1. School personnel will not use a mechanical restraint or a manual or physical restraint that restricts a student's breathing.
2. School personnel will not close, lock, or physically block a student in a room that is unlit and does not meet the requirements for seclusion time-out rooms provided in State Fire Marshal Rule 69A - 58.0084, F.A.C.

Section A.3: Requirements Related To Documenting and Reporting Incidents of Restraint and Seclusion

Documentation and Incident Reporting

1. Schools are required to notify the parent or guardian each time manual or physical restraint or seclusion is used with a student with a disability. Such notification will be in writing and provided before the end of the school day on which the restraint or seclusion occurred. In accordance with standards developed by FDOE, the notice must include the type of restraint used and any injuries occurring during or resulting from the restraint. Additionally, reasonable efforts will be taken to notify the parent or guardian by telephone or email, or both, and those efforts will be documented.
2. The school will obtain, and keep in its records, the parent's or guardian's signed acknowledgement that he or she was notified of the student's restraint or seclusion. In accordance with standards developed by FDOE, the district must make a minimum of two attempts to obtain written parent acknowledgement of receipt of the notification when the parent fails to respond to the initial notice.
3. The school will prepare an incident report within 24 hours after a student is released from restraint or seclusion. If the student's release occurs on a day before the school closes for the weekend, a holiday, or another reason, the incident report will be completed by the end of the school day on the day the school reopens. The school will provide the parent with the completed incident report in writing by mail within three school days after the student was manually or physically restrained or secluded.
4. The school will obtain, and keep in its records, the parent's or guardian's signed acknowledgement that he or she **received a copy of the incident report** . In accordance with standards developed by FDOE, the district must make a minimum of two attempts to obtain written parent acknowledgement of receipt of the incident report when the parent fails to respond to the initial report.
5. The following will be included in the incident report:
 - a. The name of the student restrained or secluded
 - b. The age, grade, ethnicity, and disability of the student restrained or secluded
 - c. The date and time of the event, and the duration of the restraint or seclusion
 - d. The location at which the restraint or seclusion occurred
 - e. A description of the type of restraint used in terms established by the FDOE
 - f. The name of the person(s) using or assisting in the restraint or seclusion of the student
 - g. The name of any nonstudent who was present to witness the restraint or seclusion
 - h. A description of the incident, including the following:
 - i. The context in which the restraint or seclusion occurred
 - ii. The student's behavior leading up to and precipitating the decision to use manual or physical restraint or seclusion, including an indication as to why there was an imminent risk of serious injury or death to the student or others

- iii. The specific positive behavioral strategies used to prevent and deescalate the behavior
- iv. What occurred with the student immediately after the termination of the restraint or seclusion
- v. Any injuries, visible marks, or possible medical emergencies that may have occurred during the restraint or seclusion, documented according to district policies
- vi. Evidence of steps taken to notify the student's parent or guardian

6. Incidents of restraint and seclusion are reported to FDOE via a website developed for this purpose, in a manner prescribed by FDOE.

Section A.4: District Procedures Related To Documenting and Reporting Incidents of Restraint and Seclusion

District Procedures

The district has in place policies and procedures that govern (1) parent notification, (2) incident reporting, (3) reporting of district data review, (4) monitoring, (5) training programs, to include a plan for the selection of personnel to be trained, and (6) the district's plan for reducing the use of restraint and seclusion. (*Charter schools, DJJ facilities, and contracted residential facilities must be included.*)

1. Describe the district's procedures for providing the parent with a copy of the **written notice on the day of the incident.**

Describe how parents are provided written notice on the day the restraint or seclusion occurred.

Gadsden County School district highly discourages the use of restraint or seclusion, but in the event either occurs the following procedures are provided: -Immediately following the episode of Manual/Physical Restraint/Seclusion, the person implementing the restraint/seclusion will notify an administrator/designee of the incident. -Parents/guardians must be informed of each episode of restraint/seclusion in writing, before the end of the school day on which the restraint or seclusion occurs by the school administrator or designee. -The person implementing the restraint/seclusion will complete the form and submit it to the principal for review. The school Administrator/Designee immediately forwards the information to the school level data entry user who prints the report to send to Parent/Guardian with a District cover letter. - Parents/Guardians must be informed in writing, and acknowledge the notification by signing and returning the notification letter to the school. A copy of the notification letter will also be enclosed. Reasonable efforts must be taken to notify the parent/guardian by telephone, computerized e-mail or both and these efforts must be documented in writing. -A copy of the signed notification letter and written, documented contact attempts are maintained in the student's discipline file at the school level. In the event that the signed notification is not returned, the principal or designee will make contact attempts by telephone. If the notice still remains unacknowledged, a copy of the notification will be mailed by Certified Mail (Return Receipt requested).

Specify personnel (by role or title) responsible for preparing the written notice.

The person (by role or title) responsible for preparing the written notice: The person implementing the restraint/seclusion will complete the form and submit it to the principal for review. The school Administrator/Designee immediately forwards the information to the school level data entry user who prints the report to send to Parent/Guardian with a District cover letter.

Describe how reasonable efforts are made on the day of the incident to contact the parent by phone or email or both.

-Reasonable efforts will be made on the day of the incident to contact the parent by phone and/or email. -Telephone and email contacts will be documented on the Parent Notification Letter. How records of the parent's acknowledgement that the written notice was received are retained, and actions that are taken in the event the parent does not provide a signed acknowledgement of the initial written notice: - Parents/Guardians must be informed in writing, and acknowledge the notification by signing and returning the notification letter to the school. A copy of the notification letter will also be enclosed. -A self-addressed stamped envelope will be included for Parent/Guardian to use when returning the signature page. -A hard copy of this report is maintained in the student's discipline file and ESE file at the school.

Describe how records of the parent's acknowledgement that the written notice was received are retained, and actions that are taken in the event the parent does not provide a signed acknowledgement of the initial written notice.

•Parents/Guardians must be informed in writing, and acknowledge the notification by signing and returning the notification letter to the school. •The written notification of restraint is sent home with the student along with a parent acknowledgment of restraint with a self addressed and stamped envelope. •If the acknowledgment of restraint is not received by the school within 2 days, the parent is again contacted by the lead teacher in the incident by phone or email and again at 5 days if it is still not received. •The parent notifications are recorded on a contact log. •A hard copy of the incidence report and notification attempts are maintained in the student's discipline file at the school.

2. Describe the district's procedures for providing parents with a copy of the incident report within three **school days** of the incident.

Specify personnel (by role or title) responsible for preparing the incident report.

The school administrator/designee completes the state reporting data entry within twenty-four (24) hours after the incident. The report is printed and sent to the parent/guardian, with a cover letter, within three school days of the event.

Describe how the parents are provided a copy of the incident report within three school days of the incident.

The report is provided to the parent/guardian with a cover letter. Ways in which the report may be provided to the parents include: •Sent home by student with a self-addressed envelope for parent/guardian to return signature •Given to the parent/guardian face-to-face and signature is requested •Hand-delivered to the parent/guardian by school personnel/designee and signature is requested •A copy of the report is sent to the parent(s)/guardian(s) by U.S. mail

Describe how records of the parent's acknowledgement that the written report was received are retained, and actions that are taken in the event the parent does not provide a signed acknowledgement of the initial incident report.

•Parents/Guardians must be informed in writing, and acknowledge the notification by signing and returning the notification letter to the school. •Acknowledgement of Receipt of Incident Report is mailed within 24 hours of the restraint to the parent along with the incident report and a self addressed, stamped envelope. •If the acknowledgement is not returned within 2 school days with a parent signature, the lead teacher contacts the parent by phone or email. If it is not received within 5 days after the incident, the lead teacher again contacts the parent by phone or email. •All contacts and contact attempts are recorded on a contact log. •A hard copy of the incidence report and notification attempts are maintained in the student's discipline file at the school. .If parent or parent's representative is non-responsive, a social worker or school resource officer makes a home visit to ensure that the parent (or parent's representative) receives and understands the documents.

How does the district monitor the implementation of restraint and seclusion practices to include reporting requirements in Charter schools, DJJ facilities, and Contracted residential facilities?

The District's Exceptional Student Education and Student Services Department reviews the restraint and seclusion reporting documents. Charter schools follow the same process as all district schools and have been trained in the reporting requirements. The restraint/seclusion data is reviewed monthly with the school principal. The district does not have a Department of Juvenile Justice (DJJ) facility or contracted residential facilities.

Section A.5: District Procedures Related To Review of Data and Reporting Procedures (to include monitoring and training)

3. Describe the district's review of data and reporting procedures.

Specify personnel (by role or title) responsible for collecting data in the web-based reporting system within the school, and to whom it is reported at the school and district level. (e.g., principal, ESE director, superintendent).

The school administrator/designee is responsible for collecting and reporting data within the school to the ESE Director on a monthly basis.
•The Director of ESE is responsible for collecting and reporting data within the district to the Superintendent, Assistant Superintendent for Academic Services and principals on a quarterly basis.

Provide information regarding the timelines, process and documentation for review of data and reporting within the district.

District data from the FLDOE website will be compiled monthly by school administrators/designee and compiled quarterly by the ESE Director in order to evaluate the extent to which the use of Manual Physical Restraint or seclusion is being used. Also, data will be used to evaluate if those methods were in accordance with the district policies, including reporting requirements.

4. Describe the district's procedures for monitoring data collection and reporting and the use of restraint and seclusion at the classroom, building, and district level. These monitoring procedures must address when, where, and why students are restrained or secluded and the frequency of the occurrences of restraint or seclusion, including prone and mechanical restraint. *(Charter schools, DJJ facilities, and contracted residential facilities must be included.)*

Describe how the district will monitor school practices related to the data collection and reporting to parents, including (a) data entry into the FDOE web-based system; (b) content of the written notice; (c) email or telephone attempts to contact parents on the day of the incident; (d) provision of written notice and incident reports to the parent within the required timelines; (e) maintaining documentation of the parent's acknowledgements of the receipt of written notices and reports; and (f) making additional attempts to obtain written parent acknowledgement when the parent fails to acknowledge the initial written notice or incident report.

The district ESE Program Specialists monitor student discipline folders on a monthly basis to ensure that they contain copies of the following: a) the same day parent notification of restraint that contains all the required information; b) parent acknowledgement of the notice of restraint, including documentation of at least two attempts to obtain parent acknowledgement of notification when applicable; c) the incident report entered into the FDOE web-based system and provided to parents within the required timelines; d) acknowledgement of receipt of the incident report including documentation of at least two attempts to obtain parent acknowledgement when applicable; e) the contact record log documenting emails or phone calls to parents on the day of the incident; and f) restraint data form. The records are monitored at the school level by the ESE Program Specialist and the lead teacher to ensure compliance with notification, receipt of records and record storage.

Describe how the district will monitor school practices related to when, where, and why students are restrained and secluded at the classroom, building, and district level.

After each incident, the team has a debriefing facilitated by the lead teacher to determine antecedent behaviors, discuss the roles assumed by participants in the incident and to ensure compliance with Crisis Prevention Intervention (CPI). The lead teacher also discusses the incident with the building level administrator and ESE Program Specialist, who notify the district ESE director. After each restraint, the safety of the student is discussed as well as the need for additional behavioral supports, evaluation or training.

Describe how information about restraint and seclusion data is (a) shared with school and classroom personnel directly involved in the use of restraint and seclusion and (b) reviewed to assess, develop or revise and implement effective behavioral strategies and instructional practices for students who are frequently restrained or secluded.

Information about restraint and seclusion data is shared by the ESE Program Specialist, School Administrator and the lead ESE teacher with the school personnel directly involved in the use of restraint and seclusion. The data as well as state and district goals are discussed with school personnel on a monthly basis. The Behavior Intervention Plan of the student is reviewed to ensure that behavior strategies and instructional practices are in place and appropriate for the student. The plan is reviewed to determine if the student is responding to the interventions that are put in place. If the student is not making progress, the plan is reviewed and revised to meet the needs of the student.

5. Describe the district's training for personnel on the use of restraint and seclusion and how records of such trainings are maintained. The records maintained should include, but not be limited to, names of personnel trained, description of training received, and dates of trainings. *(Charter schools, DJJ facilities, and contracted residential facilities must be included.)*

Describe the programs the district uses to train personnel with regard to the use of restraint and seclusion; if multiple programs are used within the district, describe how decisions are made with regard to when a particular program is selected.

Crisis Prevention Intervention (CPI) is used to train personnel. - This program fits with the district's philosophy in that the training now includes more interventions to prevent behavior problems (and avoid the use of restraint and seclusion).

Describe how the district implements professional development on the selected training program(s).

The training is provided by Florida Diagnostic Learning Resources System (FDLRS). The trainer is a certified trainer who works to ensure that training participants have a working knowledge and understanding of the program.

Describe how the district maintains records on the training of personnel with regard to restraint and seclusion.

Personnel who complete the training receive a Certificate of Completion to show that they are certified and trained in CPR. FDLRS maintains records of persons who have completed the training. FDLRS also provides the district with a copy of persons who completed the training.

If the training program used requires periodic "refresher training," indicate the intervals at which this occurs and how.

Personnel who are already certified receive annual training (called a "Refresher Course"). This refresher course is a one day training. Personnel who let their certificates expire, along with persons who are taking the course for the first time must take the initial course (which is a three-day training). FDLRS keeps a list of persons who need the training and at what interval the training is needed.

Describe the district's plan with regard to the selection of personnel to be trained in restraint and seclusion.

The district chooses personnel to be trained in restraint and seclusion based upon whether they are employed at a school site that serves students who may exhibit behaviors that are dangerous to self or others. This would include teachers, paraprofessionals, administrators or other personnel, as appropriate. The district ESE Director in collaboration with the school principal and program specialist make the specific decision as to who will be trained.

Indicate whether all charter schools in the district use the same crisis management program as that described for use in district-operated schools.

Charter Schools use the same crisis management program as district operated schools. Charter Schools attend the Nonviolent Crisis Intervention trainings along with district school personnel.

If no, indicate by charter school the name of the crisis management program used?

Section A.6: District Plan Related to Reducing the Use of Restraint

6. The district is required to have a plan for reducing the use of restraint, particularly in settings where it occurs frequently or with students who are restrained repeatedly, and for reducing the use of prone restraint and mechanical restraint. The plan must include a goal for reducing the use of restraint and must include activities, skills, and resources needed to achieve that goal. Charter schools, DJJ facilities, and contracted residential facilities must be included. Activities may include, but are not limited to, the following:
 - a. Additional training in positive behavioral support and crisis management
 - b. Parental involvement
 - c. Data review
 - d. Updates of students' Functional Behavioral Assessments (FBAs) and Positive Behavioral Intervention Plans (PBIPs)
 - e. Additional student evaluations
 - f. Debriefing with staff

g. Use of schoolwide positive behavior support

h. Changes to the school environment

Total number of incidents of restraints for the 2015-16 school year.

0

Total number of incidents of restraints for the 2016-17 school year.

0

Indicate the percentage of increase or decrease in the 2016-17 rate.

The total number of restraints remained consistent across both academic school years (0%).

Provide a rationale for the district's increase or decrease in incidents when comparing the data.

The district continues to have no restraints. The district's rate has remained consistent because of On-going problem-solving, crisis management and positive behavioral support training which will continue to be provided to staff members.

Note whether or not the district attained the 2016-17 goal for rate reduction of restraint and the difference between 2016-17 percentage goal and the actual 2016-17 percentage rate.

The district met/maintained our goal of no restraints. On-going problem-solving, crisis management and positive behavioral support training will continue to be provided.

Does the district prohibit the use of restraint?

- Yes
 No

If the district allows the use of restraint, specify the district's measurable annual goal for the 2017-18 school year for reducing the number of incidents of restraint (goal must include a percentage for reduction).

The district does not prohibit the use of restraint. However, we continue to have a goal of zero restraints for the 2017-2018 school year.

Does the district have a policy in place that prohibits the use of prone restraint?

- Yes
 No

If not, describe how and when prone restraint is being used.

N/A

If there is no policy that prohibits the use of prone restraint, include a plan for reducing the use of prone restraint.

N/A

Does the district have a policy in place that prohibits the use of mechanical restraint?

- Yes
 No

If not, describe what mechanical restraints are being used and how they are being used.

The district does not use mechanical restraint.

If there is no policy that prohibits the use of mechanical restraint, include a plan for reducing the use of mechanical restraint.

N/A

Describe the data reviewed from the 2016-17 school year (which must include primary exceptionality and race or ethnicity of students restrained and type of restraint used).

No restraints or seclusions within the district for the last five academic school years, is due to the consistent training and problem-solving that takes place on a consistent basis. The school personnel regularly review the Behavior Intervention Plans of students who have had incidences of restraint or students with significant behavioral histories. Supports and plans are put in place and/or changed to meet the needs of the students. The goal for students is to have them participate safely in their educational environment without the use of restraint.

Describe how the data and the problem-solving process informed your district's plan to reduce the use of restraint.

No restraints or seclusions within the district for the last four academic school years, is due to the consistent training and problem-solving that takes place on a consistent basis. The school personnel regularly review the Behavior Intervention Plans of students who have had incidences of restraint or students with significant behavioral histories. Supports and plans are put in place and/or changed to meet the needs of the students. The goal for students is to have them participate safely in their educational environment without the use of restraint.

Describe how the data and the problem-solving process determined the measurable annual goal for the reduction of restraint for the 2017-18 school year.

The number of restraints has been zero for the last five school years, the district would like to maintain this rate.

The following are examples of activities that may be considered for the purpose of reducing the use of restraint.

- Implement student-specific strategies such as: reviewing individual educational plans (IEPs) and Section 504 plans; conducting evaluations or reevaluations and FBAs; evaluating the effectiveness of PBIPs and health care plans specific to individual students' responses and progress
- Implement district and school strategies for increasing parental involvement
- Introduce or strengthen Multi-Tiered Systems of Support (MTSS), which could include schoolwide positive behavioral support
- Provide additional professional development training in positive behavioral support and crisis management
- Problem solve with school administrators to make data-driven decisions regarding school environments

Describe the activities that are a part of the district's plan to reduce the use of restraint.

-Implement student-specific strategies such as: reviewing Individual Educational Plans (IEPs) and Section 504 plans; conducting evaluations or reevaluations and Functional Behavior Assessments (FBAs); evaluating the effectiveness of Positive Behavior Intervention Plans (PBIPs) and health care plans specific to individual students' responses and progress -Implement district and school strategies for increasing parental involvement -Introduce or strengthen Multi-tiered System of Supports (MTSS), which could include school-wide positive behavioral support -Provide additional professional development training in positive behavioral support and crisis management -Problem solve with school administrators to make data-driven decisions regarding school environments -Monitoring programs district-wide

Describe the resources that are a part of the district's plan to reduce the use of restraint.

-additional trained personnel within the classrooms to support students -trained mental health providers and music specialists to work with students to help them to control anger issues

Section A.7: District Plan Related to Reducing the Use of Seclusion

7. The district is required to have a plan for reducing the use of seclusion, particularly in settings where it occurs frequently. The plan must include a goal for reducing the use of seclusion and must include activities, skills, and resources needed to achieve that goal. Charter schools, DJJ facilities, and contracted residential facilities must be included. Activities may include, but are not limited to, the following:

- a. Additional training in positive behavioral support and crisis management
- b. Parental involvement
- c. Data review
- d. Updates of students' Functional Behavioral Assessments (FBAs) and Positive Behavioral Intervention Plans (PBIPs)
- e. Additional student evaluations
- f. Debriefing with staff
- g. Use of schoolwide positive behavior support
- h. Changes to the school environment

Total number of incidents of seclusion for the 2015-16 school year.

0

Total number of incidents of seclusion for the 2016-17 school year.

0

Indicate the percentage of increase or decrease in the 2016-17 rate.

The total number of seclusions remained consistent across both academic school years (0%).

Provide a rationale for the district's increase or decrease in incidents when comparing the data.

The district continues to have no seclusions. The district's rate has remained consistent because of On-going problem-solving, crisis management and positive behavioral support training which will continue to be provided to staff members.

Note whether or not the district attained the 2016-17 goal for rate reduction of seclusion and the difference between 2016-17 percentage goal and the actual 2016-17 percentage rate.

The district met/maintained our goal of no seclusions.

Does the district prohibit the use of seclusion?

- Yes
 No

If the district allows the use of seclusion, specify the district's measurable annual goal for the 2017-18 school year for reducing the number of incidents of seclusion (goal must include a percentage for reduction).

The district will maintain zero as the number of incidents of seclusion for the 2017-2018 school year.

Describe the district's procedures for ensuring that seclusion rooms meet the requirements of State Fire Marshal Rule 69A-58.0084, F.A.C., by addressing each of the following:

Who coordinates the inspection conducted by the Fire Marshal?

The district's Director of Maintenance and Facilities coordinates the inspection conducted by the Fire Marshal.

How is the safety of the seclusion rooms monitored?

The Local Fire Safety Inspector for the district along with the district's hired inspector inspects the seclusion rooms. The day-to-day inspections are conducted by the teacher and behavioral specialist who report any problems to the principal. The principal reports the problems to the district's Director of Maintenance and Facilities.

How are the results of the inspection reported to the district?

Results are reported to the State of FL fire marshal through the local fire and safety inspectors. The independent fire safety inspector's reports are sent to the district. The results are approved by the school board.

Describe the district's procedures for correction when a seclusion room is found to be in violation of State Fire Marshal Rule 69A-58.0084, F.A.C.

Violations are reported through independent and local inspectors. If a problem is cited by the local official the problem is corrected through the school district's maintenance and facilities department. Identified problems are resolved immediately.

Describe the district's use of seclusion rooms by addressing each of the following.

How many seclusion rooms does the district have that meet State Fire Marshal Rule 69A-58.0084, F.A.C.?

One (located in the elementary classroom for students with Emotional/Behavioral Disabilities).

Where are the schools in which the seclusion rooms are located?

The seclusion room is located at Stewart Street Elementary School (where the specialized program for elementary students with Emotional/Behavioral Disabilities is located).

When are the seclusion rooms used?

The seclusion room is used as a last alternative for a student whose behavior has escalated to the point where his safety and the safety of others is at risk.

How are the seclusion rooms used?

The student whose safety is at risk is escorted to the room where he/she is constantly monitored by the appropriate staff (during the entire seclusion time period). The student is placed in seclusion room when his behaviors put his safety and the safety of others at risk.

Describe the data reviewed from the 2016-17 school year (which must include primary exceptionality and race or ethnicity of students secluded).

Describe how the data and the problem-solving process informed your district's plan to reduce the use of seclusion.

Describe how the data and the problem-solving process determined the measurable annual goal for the reduction of seclusion for the 2017-18 school year.

Analysis of the district's data indicates that for the past two academic years we have retained a zero seclusion rate. Consequently, our goal for the 2017-2018 school year will be to maintain a zero seclusion rate. This attainable goal is in the best interest of our students.

The following are examples of activities that may be considered for the purpose of reducing the use of seclusion.

- Implement student-specific strategies such as: reviewing IEPs and Section 504 plans; conducting evaluations or reevaluations and FBAs; evaluating the effectiveness of PBIPs and health care plans specific to individual students' responses and progress
- Implement district and school strategies for increasing parental involvement
- Introduce or strengthen MTSS, which could include schoolwide positive behavioral support
- Provide additional professional development training in positive behavioral support and crisis management
- Problem solve with school administrators to make data-driven decisions regarding school environments

Describe the activities that are a part of the district's plan to reduce the use of seclusion.

-Implement student-specific strategies such as: reviewing Individual Educational Plans (IEPs) and Section 504 Plans; conducting evaluations/reevaluations and FBAs; evaluating responses/progress. -Implement district and school strategies for increasing parental involvement. -Introduce or strengthen multi-tiered systems of support (MTSS), which could include school-wide positive behavioral support. - Provide additional professional development training in positive behavioral support and crisis management. -Problem solve with school administrators to make data-driven decisions regarding school environments.

Describe the resources that are a part of the district's plan to reduce the use of seclusion.

-The district partners with mental health counselors and agencies -School resource officers -Trained behavior specialists -Smaller class sizes with additional adult support for students with more significant behavioral challenges

Section B.1: Assurances – Free Appropriate Public Education (FAPE)

Statutory and Regulatory Citations

Title 34 CFR §§99.7, 300.111, 300.172, 300.226, 300.613-300.621 and 300.646
Chapters 468, 486, 490 and 491, F.S.
Sections 393.17, 627.6686, 641.31098, 1002.20, 1002.22, 1003.4282, 1003.57, 1003.572,
1006.03, 1011.62, 1012.32 and 1012.321, F.S.
Rules 6A-1.0955, 6A-6.03028 and 6A-6.0311, F.A.C.

Full Educational Opportunity Goal (FEOG)

The district assures provision of full educational opportunity to all children with disabilities, aged three through 21, using the kind and number of facilities, personnel, and services necessary to meet this goal. A Free Appropriate Public Education (FAPE) is available to all students with disabilities upon determination of need.

Information to be Provided at Initial Meeting of a Student's IEP Team

In accordance with s. 1003.57(1)(j), F.S., the district school board shall provide each parent with information regarding the amount that the school district receives from the state appropriation for each of the five exceptional student education support levels for a full-time student. The school district shall provide this information at the initial meeting of a student's Individual Educational Plan (IEP) team.

Ages of Students Served

For students with disabilities who have not graduated with a standard diploma, the district will:

- Provide services until the day the student turns twenty-two (22)
- Provide services until the end of the semester in which the student turns twenty-two (22)
- Provide services through the last instructional day of the school year for all students in the district in which the student turns twenty-two (22), provided that the student was twenty-one (21) years old on the first instructional day of school for all students in the district

Indicate if the district (including charter schools) serves infants and toddlers with disabilities, ages birth through two, in collaboration with Local Early Steps:

- Yes
- No

Note: Districts may provide FAPE to a child who will turn three during the school year. If this is the only circumstance for which the district would provide services to a child who is two years of age, **no** should be checked.

Indicate if the district (including charter schools) serves prekindergarten children with disabilities, ages three through five:

- Yes
- No

Section B.2: Parental Input and Meetings

Parental Input and Meetings

In accordance with section 1002.20 (21) (a), F.S., Meetings with school district personnel, parents of public school students may be accompanied by another adult of their choice at any meeting with school district personnel. School district personnel may not object to the attendance of such adult or discourage or attempt to discourage, through any action, statement, or other means, the parents of students with disabilities from inviting another person of their choice to attend any meeting. Such prohibited actions include, but are not limited to, attempted or actual coercion or harassment of parents or students or retaliation or threats of consequences to parents or students.

1. Such meetings include, but are not limited to, meetings related to: the eligibility for exceptional student education or related services; the development of an individual family support plan (IFSP); the development of an IEP; the development of a 504 accommodation plan issued under s. 504 of the Rehabilitation Act of 1973; the transition of a student from early intervention services to other services; the development of postsecondary goals for a student with a disability and the transition services needed to reach those goals; and other issues that may affect the educational environment, discipline, or placement of a student with a disability.
2. The parents and school district personnel attending the meeting shall sign a document at the meeting's conclusion stating whether any school district personnel have prohibited, discouraged or attempted to discourage the parents from inviting a person of their choice to the meeting.

Section B.3: Collaboration of Public and Private Instructional Personnel

Collaboration of Public and Private Instructional Personnel

Section 1003.572, F.S., provides:

1. As used in this section, the term "private instructional personnel" means:
 - a. Individuals certified under s. 393.17 or licensed under chapter 490 or chapter 491 for applied behavior analysis services as defined in ss. 627.6686 and 641.31098 ,F.S.
 - b. Speech-language pathologists licensed under s. 468.1185.
 - c. Occupational therapists licensed under part III of chapter 468.
 - d. Physical therapists licensed under chapter 486.
 - e. Psychologists licensed under chapter 490.
 - f. Clinical social workers licensed under chapter 491.
2. The collaboration of public and private instructional personnel shall be designed to enhance but not supplant the school district's responsibilities under the Individuals with Disabilities Education Act (IDEA). The school as the local education agency shall provide therapy services to meet the expectations provided in federal law and regulations and state statutes and rules. Collaboration of public and private instructional personnel will work to promote educational progress and assist students in acquiring essential skills,

including, but not limited to, readiness for pursuit of higher education goals or employment. Where applicable, public and private instructional personnel shall undertake collaborative programming. Coordination of services and plans between a public school and private instructional personnel is encouraged to avoid duplication or conflicting services or plans.

3. Private instructional personnel who are hired or contracted by parents to collaborate with public instructional personnel must be permitted to observe the student in the educational setting, collaborate with instructional personnel in the educational setting, and provide services in the educational setting according to the following requirements:

- a. The student's public instructional personnel and principal consent to the time and place.
- b. The private instructional personnel satisfy the requirements of s. 1012.32 or s. 1012.321, F.S.

For the purpose of implementing this subsection, a school district may not impose any requirements beyond those requirements specified in this subsection or charge any fees.

4. The provision of private instructional personnel by a parent does not constitute a waiver of the student's or parent's right to a free and appropriate public education under IDEA.

Written Agreements

The district assures that written agreements are on file in the district for multi-district programs and for the assignment of instructional personnel to a facility operated by another agency or organization. These written agreements have been developed and approved by all participating school boards or agencies. Each such agreement, in accordance with Rule 6A 6.0311, F.A.C., includes but is not limited to:

- 1. Designating responsibilities for the implementation of district procedures
- 2. Providing transportation
- 3. Providing program and staff supervision
- 4. Funding programs
- 5. Dissolving the agreement

Written agreements are on file for the provision of special education and related services to this district's exceptional students through multi-district programs.

- Yes
- No

If the answer to the above question is yes, include the name(s) of the district(s) providing services and the types of ESE services provided by each district.

District Providing Services: Leon County School District 1) Leon County School District provides services for students with significant cognitive deficits for whom the Individual Educational Plan (IEP) Team determines that services must be provided in a public center school placement. 2) Leon County School District provides services for students identified as Deaf or Hard-of-Hearing and for whom the IEP team determines that needs cannot be met in the Gadsden County School District.

Written agreements are on file for the provision of special education and related services to exceptional students from other districts through multi-district programs.

- Yes
- No

If the answer to the above question is yes, include the name(s) of the district(s) receiving services and the types of ESE services provided for each district.

Agreements for assigning instructional personnel to a facility operated by other agencies or organizations are on file in this district.

- Yes
 No

If the answer to the above question is yes, include the name of each agency and the instructional personnel assigned for each facility.

Section B.4: Department of Juvenile Justice Facilities

Department of Juvenile Justice Facilities

Statutory and Regulatory Citations

Sections 1002.42, 1003.01, 1003.52, 1003.57, 1003.573, 1011.62 and 1012.42, F.S.
Rules 6A-1.045111, 6A-1.0503, 6A-6.0334, 6A-6.0361 and 6A-6.05281, F.A.C.

The district school board of the county in which the residential or nonresidential Department of Juvenile Justice facility is located shall provide appropriate educational assessments and an appropriate program of instruction and special education services, including all services and documentation required by federal and state laws. Districts have the option of providing the educational services directly or may enter into a contract with a private provider to provide educational services.

In accordance with section 1003.01(11)(b), F.S., "juvenile justice provider" means the Department of Juvenile Justice, the sheriff, or a private, public, or other governmental organization under contract with the Department of Juvenile Justice or the sheriff that provides treatment, care and custody, or educational programs for youth in juvenile justice intervention, detention, or commitment programs.

How does the district provide educational programs for students with disabilities in the district's county jail?

When the school district is notified that a student with disabilities is held in the district's county jail an Individual Educational Plan Review is held with the student's parents/guardians. Updating of the student's Individual Educational Plan includes a Change of Placement. During the meeting the parent/guardian gives consent for the district's Hospital/Homebound teacher or another certified teacher who is employed by the district to serve the student while he/she is in the district's county jail.

Districts that enter into a contract with a private provider are responsible for oversight. For exceptional students, districts should ensure that exceptional students have a current individual educational plan (IEP), that the IEP contains measurable annual goals (including academic and functional), that the IEP is being implemented, that parents are invited to the IEP team meeting, and that the appropriate team members are present at the meeting.

Placement in a residential facility of a student with a disability by a public agency other than the school district

1. In accordance with s. 1003.57(3), F.S., an exceptional student with a disability may be placed in a private residential care facility by the Department of Children and Families, Agency for Persons with Disabilities, or Agency for Health Care Administration. For this purpose, "placement" is defined as the funding or arrangement of funding by an agency for all or a part of the cost for an exceptional student with a disability to reside in a private residential care facility and the placement crosses school district lines.
2. The private residential care facility, or a residential facility that is operated, licensed, or regulated by a public agency shall ensure that, within 10 business days of a student with a disability being placed in the facility, written notification of the placement is provided to the school district where the student is currently enrolled and counted for funding purposes under s. 1011.62, F.S. (sending school district), and the school district where the residential facility is located (receiving school district). If the student is not currently counted for funding purposes in the school district in which the legal residence of the student is located, the school district in which the legal residence of the student is located also shall be notified by the residential facility in writing within the required timeline. The placing agency shall collaborate with the residential facility to determine how that notification will be provided within the required timeline.
3. In accordance with subsection (3) of Rule 6A-6.0334, F.A.C., the sending school district shall take reasonable steps to promptly respond to the residential facility's request for transmittal of the student's educational records. If the student's placement in the

residential care facility occurs while the notification and procedures regarding payment are pending, the student shall remain enrolled in the sending school district and the sending school district shall collaborate with the residential care facility to ensure that the student receives a free and appropriate public education, special education, and related services, including services comparable to those described in the current IEP, until the notification and procedures regarding payment are completed.

Each school district is responsible for assuring the proposed program at the nonpublic school or community facility is appropriate to meet the educational needs of the exceptional student with a disability, or early intervention needs of the infant or toddler with a disability, placed through a contractual agreement. This is not meant to limit the responsibility of agencies in the state other than the district school boards from providing or paying some or all of the cost of a free appropriate public education or early intervention services to be provided to children with disabilities ages birth through 21 years.

Contractual Arrangements with Private Schools

Statutory and Regulatory Citations

Section 1003.52, F.S.

Rules 6A-6.0361, F.A.C.

1. Each school district shall provide special education and related services to an exceptional student with a disability through a contractual agreement with an approved nonpublic school or community facility under **any** of the following circumstances:
 - a. When the school district determines that no special educational program offered by the district, a cooperating school district, or a state agency can adequately meet the educational program needs for a student
 - b. For the provision of the educational component of a residential placement for an exceptional student with a disability when such a placement is made by another public agency for the primary purpose of addressing residential or other noneducational needs. The student's IEP may reflect that the residential placement is not required for the student to benefit from special education that could otherwise be provided by the school district during the day
 - c. For the provision of a non-residential interagency program for an exceptional student with a disability that provides educational programming in accordance with the student's IEP
 - d. In collaboration with the Part C Early Steps Program for the provision of early intervention services for an infant or toddler with a disability when the school district has determined that a nonpublic or community facility can provide appropriate services for the infant or toddler in accordance with an Individualized Family Support Plan (IFSP)

The requirements of this subsection do not apply when a school district provides educational assessments and a program of instruction and special education services to students in the custody of Department of Juvenile Justice programs who are served in residential and nonresidential care facilities and juvenile assessment facilities located in the school district in accordance with section 1003.52(3), F.S.

District Responsibilities

1. Before the school district executes a contract with a nonpublic school or community facility, the school district will determine that the school or facility:
 - a. Has qualified personnel as defined in Rule 6A-1.0503, F.A.C., or appropriate licensing entities and appoints noncertified instructional personnel according to the policies required in Rule 6A-1.0502, F.A.C. Personnel in an out-of-state nonpublic school or community facility shall be certified or licensed in accordance with the standards established by the state in which the nonpublic school or community facility is located.
 - b. Provides instructional school day and year consistent with s. 1011.61, F.S, taking into account the number of school hours or school days provided by the school district.
 - c. Maintains current sanitation and health certificates and fire inspections for each appropriate building and will be open for inspection by appropriate authorities.
 - d. Protects the confidentiality of student records and information and assures the provision to the parent or student whose rights have transferred upon reaching the age of majority (age 18), the right of access, copies, amendments, and hearings as specified in Rule 6A-1.0955, F.A.C.

- e. Designates staff member to be responsible for the administration of the provisions of the contract and supervision of the educational program provided to each student, or early intervention services provided to each child age birth through two years, under the contract.
- f. Has written procedures for admission, dismissal, and separation of students, if appropriate.
- g. Has a written description of the support services that are available and will be provided to each student placed under a contract in accordance with each student's IEP or each child's IFSP.
- h. Has written policies concerning: care of the student in emergencies; clinical and administrative records; personnel policies; staff duties; fee schedules; food services; and insurance coverage.
- i. Complies with requirements of: the Office for Civil Rights (OCR); the Americans with Disabilities Act (ADA); Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; the Boy Scouts of America Equal Access Act (Section 9525 of the Elementary and Secondary Act of 1965, as amended by the No Child Left Behind Act of 2001).
- j. Files reports with the Department of Education as prescribed in s. 1002.42, F.S., if applicable.

Contents of Contract

1. A contract between a district school board and a nonpublic school or community facility to provide educational programs for an exceptional student with a disability, or early intervention services to a child with a disability age birth through two, shall not extend beyond the school district's fiscal year, and shall include at least the following:
 - a. Written assurance that the nonpublic school or community facility is staffed by qualified personnel as defined by rule 6A-1.0503, F.A.C., or an appropriate and identified licensing entity.
 - b. A description of the scope of service provided by the nonpublic school or community facility and how it relates to the IEP of the exceptional student with a disability or the IFSP of the infant or toddler with a disability.
 - c. Provision for reporting to appropriate school district personnel and the parent on the student's progress in meeting the annual goals in accordance with the IEP or the child's and family's progress in meeting the major outcomes in accordance with the IFSP.
 - d. Provision for appropriate school personnel to review the program provided by the nonpublic school or community facility and to confer with the staff of the nonpublic school or community facility at reasonable times.
 - e. Provision for reporting to appropriate school district personnel any non-attendance of the exceptional student with a disability or the infant or toddler with a disability.
 - f. Provision for notifying appropriate school district personnel and the parent of the use of seclusion or restraint of the student, in accordance with section 1003.573, F.S.
 - g. The method of determining charges and sharing costs with other agencies for the placements under the contract, including the projected total cost to the school district.
 - h. Identification of financial responsibility.
 - i. Method of resolving interagency disputes. Such methods may be initiated by district school boards to secure reimbursement from other agencies.
 - j. A schedule for review of the program being provided to the exceptional student with a disability or the infant or toddler with a disability, through the contract.
 - k. Provision for terminating the contract.
 - l. Written assurance of compliance with applicable provisions of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1974, and Section 504 of the Rehabilitation Act of 1973.

Additional District Responsibilities

When contracting with a nonpublic school or community facility, in accordance with Rule 6A-6.0361, F.A.C., the school district shall be responsible for at least the following:

1. Selecting an appropriate nonpublic school or facility in consultation with the parent and other appropriate agency personnel
2. Providing for transportation for students age three through 21 years
3. Maintaining a case file including progress reports and periodic evaluations of the exceptional student with a disability, or infant or toddler with a disability
4. Verifying that the child is a resident of the school district and is enrolled in, or has made application for admittance to, a school district program
5. Providing for the cost of the student's educational program or early intervention services as specified in the contract
6. Maintaining documentation of the qualifications of personnel in nonpublic schools or community facilities as required in Rule 6A-6.0361, F.A.C., or by the appropriate licensing entity, including the out-of-field notification requirements of s. 1012.42, F.S.
7. Providing an appropriate educational program for the student in the least restrictive environment based on an annual or more frequent review of the student's IEP, or early intervention services in a natural environment based on a six-month or more frequent review of the child's IFSP
8. Maintaining copies of the IEPs or IFSPs in the district and providing copies of the IEPs of students who are in residential placements to the Department of Education, Bureau of Exceptional Education and Student Services
9. Reporting, data collection, and monitoring the use of seclusion or restraint of the student, in accordance with s.1003.573, F.S.

Section B.5: Florida Educational Finance Program (FEFP) Funds

Florida Educational Finance Program (FEFP) Funds

When an exceptional student with a disability, or infant or toddler with a disability, is enrolled in a nonpublic school or community facility program under contractual arrangement for providing a special educational program or early intervention services as provided herein, the student, or infant or toddler, shall generate FEFP funds for the school district in the appropriate cost categories as established in s. 1011.62, F.S., as outlined below.

1. The nonpublic school or community facility program meets the criteria referenced under **District Responsibilities**.
2. The student is regularly attending the program, and the length of the school day and minimum number of days are in compliance with Rule 6A-1.045111, F.A.C.
3. The student is appropriately identified as an exceptional student with a disability by the school district, or the infant or toddler has been determined eligible as an infant or toddler with a disability by the Part C Early Steps Program, but does not include students identified solely as gifted.
4. An IEP or IFSP for the student has been developed as required.
5. Full-time equivalent student membership for each exceptional student with a disability, or infant or toddler with a disability, under a contractual arrangement is included in the school district's report of membership.
6. Annually and prior to the first report of full-time equivalent membership for a student in a residential placement in a nonpublic or community facility program, a copy of the contracts signed by all participating parties shall be filed with the Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, 325 West Gaines Street, Tallahassee, Florida 32399.

When a school district contracts for the educational component of a residential placement for a group of students, one (1) contract with student names or individual contracts shall be filed.

Notes:

When an exceptional student with a disability is offered an appropriate educational program by the school district and the parent waives his opportunity in favor of a nonpublic program selected by the parent, the parent shall assume full financial responsibility for the student's education.

Section 1003.57(2)(a), F.S., states, "an exceptional student with a disability who resides in a residential facility and receives special instruction or services is considered a resident of the state in which the student's parent is a resident." The statute further indicates that nonresident students with disabilities being serviced in residential facilities "may not be reported by any school district for FTE funding in the Florida Education Finance Program (FEFP)."

The district contracts for special education and related services with nonpublic schools, residential facilities, or community facilities.

One of the following must be selected:

- Yes
- No

If yes, describe the district's procedures for the following:

Determining that the school or facility meets the required criteria before a contract with a nonpublic school or community facility is completed.

NA

Maintaining documentation of the qualifications of personnel in nonpublic schools or community facilities as required in Rule 6A-6.0361, F.A.C., or by the appropriate licensing entity, including the out-of-field notification requirements of s. 1012.42, F.S.

NA

Maintaining copies of the IEPs or IFSPs in the district and providing copies of the IEPs of students who are in residential placements to the Florida Department of Education, Bureau of Exceptional Education and Student Services.

NA

Section B.6: Limited English Proficiency (LEP) Students

Limited English Proficiency (LEP) Students

The school district assures that LEP students who are also students with disabilities have programming and services pursuant to federal and state laws and regulations

Section B.7: Child Find

Child Find

1. The State has assigned to local school districts and the Florida Diagnostic and Learning Resources System (FDLRS) associate centers the responsibility for fully informing parents about the requirements of identifying, locating, and evaluating students with disabilities in accordance with 34 CFR 300.111 and ss. 1006.03 and 1003.57, F.S.
2. The focus for FDLRS's child find activities is children birth to five years of age and children attending **nonpublic** schools. FDLRS also serves as a link between school districts and the identification, location, and evaluation services of the local Early Steps programs, county health units, Head Start, Florida School for the Deaf and the Blind (FSDB), and the individual school districts.
 - a. In addition to these functions, FDLRS centers have been authorized to provide testing and evaluation services to nonpublic school pupils or other children who are not enrolled in public schools and to assist districts in providing testing and evaluation services for high-risk or infants and preschool children with disabilities.

3. For parentally-placed private school students, the district in which the private school is located has the responsibility for child find if the private school is **nonprofit**. If the private school is **for-profit**, the district of the student's residence has the child find responsibility.

Section B.8: Confidentiality of Student Records

Confidentiality of Student Records

In accordance with 20 United States Code (U.S.C.) § 1232g, 34 CFR §§300.613–300.621, section 1002.22, F.S., and Rule 6A-1.0955, F.A.C., the district assures that a formal policy is in place to guarantee the confidentiality of student records. This policy includes the following:

1. Access rights

- a. The district will permit parents to inspect and review any educational records relating to their children that are collected, maintained, or used by the district, without unnecessary delay and before any meeting regarding an IEP, IFSP, or educational plan (EP), or any hearing relating to the identification, evaluation, or educational placement of the child, or the provision of FAPE to the student, and in no case more than 30 days from the request. The parent has the right to:
 - A response from the district for reasonable explanation and interpretation of the records
 - Request that the district provide copies of the records if failure to do so would deprive the parent of the right to review the records
 - Have a representative of the parent inspect and review the records
- b. The district presumes that the parent has authority to inspect and review records relating to that parent's child unless otherwise advised that the parent does not have such authority.
- c. The district keeps a record of parties obtaining access to student records, other than the parent or authorized district or school employees, which includes the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.
- d. When the educational record includes information about more than one student, the parent may review the information relating only to that parent's child.
- e. The district will provide the parent, upon request, a list of the types and locations of educational records relating to that parent's child.
- f. The district may charge a fee for copies of records if the fee does not prevent the parent from accessing the records. A search or retrieval fee may not be charged.

2. Amendment of student records

- a. The student's parent who believes that information within the student's educational records contains inaccurate or misleading information, or violates the privacy or other rights of the child, may request that the district amend the information.
- b. The district will decide whether to amend the information in accordance with the request within a reasonable period of time.
- c. If the district refuses to amend the information, it will inform the parent of the refusal and advise the parent of the right to a hearing, in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974.
- d. If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will amend the record accordingly and inform the parent in writing.
- e. If, as a result of the hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will inform the parent of the right to place in the record a statement commenting on the information or setting forth any reason for disagreement with the decision of the district.
- f. Any explanation placed in the student's record will be maintained by the district as part of the student's record as long as the district maintains the record or the contested portion. If the record is disclosed by the agency to any party, the explanation will also be disclosed.

3. Consent

- a. Parental consent will be obtained before personally identifiable information is disclosed to anyone other than officials of the district or other party with a legitimate interest in the record, or as specifically authorized by FERPA and s. 1002.22, F.S.
- b. Parental consent or the consent of an eligible student, who has reached the age of majority, must be obtained before personally identifiable information is released to officials of participating agencies that provide or pay for transition services.
- c. Parental consent or the consent of an eligible student, who has reached the age of majority, must be obtained before any personally identifiable information about a child is released between school district officials where a private school is located and officials in the school district of the parent's residence in situations involving parentally placed private school students.

4. Safeguards

- a. The district will protect the confidentiality of personally identifiable information during the collection, storage, disclosure, and destruction of records.
- b. The principal or designee at each school assumes responsibility for ensuring confidentiality of student records.
- c. All persons using or collecting personally identifiable information must receive training in confidentiality procedures.
- d. The district will maintain for public inspection a current listing of the names and positions of those employees within the district who have access to personally identifiable information.

5. Destruction of information

- a. The district will inform parents when personally identifiable information is no longer needed to provide education services to the student. This information must be destroyed at the request of the parent.
- b. A permanent record of the student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

6. Annual written notice to parents

- a. The district will provide annual written notice to inform the adult student, or the parent or guardian, of the rights defined in s. 1002.22, F.S., and 34 CFR 99.7. Items to be included in the notice are:
 - The right to review and inspect the student's education records, including the procedures to exercise this right
 - The right to seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, including the procedures to request an amendment
 - The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state statute permits disclosure without consent
 - The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA
- b. The district will have developed alternate methods of notice for informing adult students or the parent or guardian unable to comprehend a written notice in English.

7. Free Appropriate Public Education (FAPE)

The district assures that FAPE is available to all students with disabilities residing in the district between the ages of three and 22 years, including: students with disabilities who have been suspended or expelled from school; students with disabilities who have graduated with a special diploma or certificate of completion, but have not attained the age of 22; students in the care and custody of DJJ, and students with disabilities who attend public charter schools. FAPE is also available to students identified as gifted in kindergarten through Grade 12. FAPE no longer applies to students who have graduated from high school with a standard diploma and do not defer receipt of the diploma in accordance with s. 1003.4282(11)(c), F.S. A standard diploma does not include an alternative degree that is fully aligned with the state's academic standards, such as a certificate of completion or a General Educational Development credential (GED), in accordance with Rule 6A-6.03028(1)(a), F.A.C.

8. Transition from Part C to Part B

Children participating in early intervention programs under Part C, who will participate in prekindergarten programs under Part B, will experience a smooth and effective transition to the prekindergarten program for children with disabilities. By the child's third birthday, an IEP or IFSP is developed and implemented. A representative of the school district participates in transition planning conferences arranged by Children's Medical Services (CMS), and Local Early Steps, the designated lead agency for Part C.

9. Funding formula

The district assures that, in accordance with s. 1011.62, F.S., in order to generate funds using one of the two weighted ESE cost factors, a new matrix of services form is completed by trained personnel at the time of initial placement and at least once every three years. Additionally, the district ensures that matrices reflect current services. If services change as the result of an IEP team decision, the district will complete a new matrix. The nature and intensity of the services indicated on the matrix is consistent with the services described in each student's IEP, IFSP, or EP. Nothing listed in the matrix limits the services the school district provides in order to ensure that exceptional students are provided a free appropriate public education.

Students identified as exceptional who do not have a matrix of services will generate funds on the basis of full-time equivalent student membership in the FEFP at the same funding level per student as provided for basic students. These students will be reported at 111 for grades prekindergarten through 3, 112 for grades 4 through 8, and 113 for grades 9 through 12. Additional funding for these students is provided through the ESE Guaranteed Allocation component of the FEFP.

Section B.9: Coordinated Early Intervening Services (CEIS)

Coordinated Early Intervening Services (CEIS)

IDEA regulations, 34 CFR §300.226, permit an local educational agency (LEA) to voluntarily use up to 15 percent of Part B funds to develop and implement coordinated early intervening services. CEIS is for students who have not been identified as students with disabilities under IDEA, but who have been identified as needing additional academic and behavioral supports to succeed in general education.

CEIS may be used for:

- Direct instruction of students in kindergarten through Grade 12, with a particular emphasis on students in kindergarten through Grade three;
- Professional development for teachers and other school staff for the delivery of scientifically based academic instruction and behavioral interventions, including scientifically based literacy instruction and instruction in the use of adaptive and instructional software; and
- Educational and behavioral evaluations, services and supports.

Any LEA that uses Part B funds for coordinated early intervening services must annually report to the State Educational Agency (SEA) the number of students served by CEIS.

The SEA may require an LEA to reserve 15 percent of its Part B funds for CEIS, when significant disproportionately based on race or ethnicity is determined according to IDEA regulations 34 CFR §300.646(b)(2).

Section B.10: National Instructional Materials Access Center (NIMAC)

National Instructional Materials Access Center (NIMAC)

Statutory and Regulatory Citations

34 CFR §300.172

1. The school district assures compliance with the National Instructional Materials Accessibility Standard (NIMAS) to provide instructional materials to blind persons or other persons with print disabilities in a timely manner.
2. Instructional materials may be purchased through the NIMAC in the same manner and conditions as authorized by the state.

3. School districts may choose not to coordinate with the NIMAC, but must ensure that children with disabilities who need instructional materials in accessible formats receive those materials in a timely manner.

Section C.1: Exceptional Student Education Procedural Safeguards

Statutory and Regulatory Citations

34 CFR §300.500–300.536

Sections 1003.57 1003.571, 1002.22 and 1008.212, F.S.

Rules 6A-6.03311, 6A-6.03313, and 6A-1.0955, F.A.C.

Procedural Safeguards

Parents of exceptional students are entitled to information about their rights. These rights, or *procedural safeguards*, are intended to ensure that parents have the opportunity to be partners in the educational decisions made regarding their children.

The procedural safeguards notice must be written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district must take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication, that the parent understands the content of the notice, and that there is written evidence that these requirements have been met.

1. Procedural safeguards for students with disabilities

This applies to students with disabilities enrolled in public schools and to students with disabilities enrolled by their parents in nonprofit private schools.

The district **assures** that the *Notice of Procedural Safeguards for Parents of Students with Disabilities* is made available to parents at least one time a school year. In addition, a copy also must be given to the parents:

- o Upon initial referral or the parent's request for an evaluation
- o In accordance with the discipline procedures when a change of placement occurs
- o Upon receipt of the first state complaint in a school year
- o Upon the receipt of the first request for a due process hearing in a school year
- o Upon the parent's request to receive a copy
- o In accordance with the provisions of s. 1008.212, F.S., upon the school district superintendent's recommendation to the commissioner of education that an extraordinary exemption for a given state assessment administration be granted or denied.

One of the following must be selected:

- The district will use the Department of Education's Notice of Procedural Safeguards for Parents of Students with Disabilities, as posted on the Department's website, to inform the parents as required.
- The district will use a different notice of procedural safeguards for parents of students with disabilities to inform the parents as required. A copy of this notice is located in Appendix A.1

2. Procedural safeguards for exceptional students who are gifted

The district **assures** that the notice of the *Procedural Safeguards for Exceptional Students who are Gifted* is made available to parents of a child who is gifted, and must be given to the parents, at a minimum:

- o Upon initial referral for evaluation
- o Upon refusal of a parent's request to conduct an initial evaluation
- o Upon notification of each educational plan meeting
- o Upon receipt of a request for a due process hearing by either the school district or the parent

One of the following must be selected:

- The district will use the Department of Education's Procedural Safeguards for Exceptional Students who are Gifted , as posted on the Department's website to inform the parents as required.
- The district will use a different notice of procedural safeguards for parents of students who are gifted to inform the parents as required. A copy of this notice is located in Appendix A.2
- This section is not applicable for the district.

Describe the district's policies and procedures to ensure that within 15 days (7 days if expedited) of receiving notice of a parent's due process hearing request, the district convenes a resolution meeting with the parent and the relevant member or members of the IEP team unless the parent and the district agree in writing to waive the meeting or use the mediation process.

Within 15 days of receiving notice of the parent's due process complaint, and prior to the initiation of a due process hearing under 34 CFR 300.511, the LEA must convene a meeting with the parent and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the due process complaint that:

- Includes a representative of the public agency who has decision-making authority on behalf of that agency; and
- May not include an attorney of the LEA unless the parent is accompanied by an attorney.

The purpose of the meeting is for the parent of the child to discuss the due process complaint, and the facts that form the basis of the due process complaint, so that the LEA has the opportunity to resolve the dispute that is the basis for the due process complaint. The meeting described in 34 CFR 300.510(a)(1) and (2) need not be held if:

- The parent and the LEA agree in writing to waive the meeting; or
- The parent and the LEA agree to use the mediation process described in 34 CFR 300.506. The parent and the LEA determine the relevant members of the IEP Team to attend the meeting. [34 CFR 300.510(a)] [20 U.S.C. 1415(f)(1)(B)(i)]

If the LEA has not resolved the due process complaint to the satisfaction of the parent within 30 days of the receipt of the due process complaint, the due process hearing may occur. [34 CFR 300.510(b)(1)] [20 U.S.C. 145(f)(1)(B)(ii)] Except where the parties have jointly agreed to waive the resolution process or to use mediation, notwithstanding 34 CFR 300.510(b)(1) and (2), the failure of the parent filing a due process complaint to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held. [34 CFR 300.510(b)(3)] The district will work closely with the parents in an attempt to schedule a meeting at a mutually agreeable time and location. All attempts are made to consider the parents' preferences and requests when scheduling the meeting. Parents are contacted both verbally and in writing. Emails are also used when available. The district makes attempts to obtain the parents' participation in consenting to and attending the resolution meeting. These attempts are made by phone, in person when possible, and in writing. When the parents are non-responsive, additional attempts are made and documented. The district enlists the assistance of appropriate school personnel as necessary in the attempts to obtain parental contact and agreement. If the LEA is unable to obtain the participation of the parent in the resolution meeting after reasonable efforts have been made (and documented using the procedures in 34 CFR 300.322(d)), the LEA may, at the conclusion of the 30-day period, request that a hearing officer dismiss the parent's due process complaint. [34 CFR 300.510(b)(4)] If the LEA fails to hold the resolution meeting specified in 34 CFR 300.510(a) within 15 days of receiving notice of a parent's due process complaint or fails to participate in the resolution meeting, the parent may seek the intervention of a hearing officer to begin the due process hearing timeline. [34 CFR 300.510(b)(5)] Except as provided in 34 CFR 300.510(c), the timeline for issuing a final decision under 34 CFR 300.515 begins at the expiration of the 30-day resolution period. [34 CFR 300.510(b)(2)] Adjustments to the 30-day resolution period. The 45-day timeline for the due process hearing in 34 CFR 300.515(a) starts the day after one of the following events:

- Both parties agree in writing to waive the resolution meeting;
- After either the mediation or resolution meeting starts but before the end of the 30-day period, the parties agree in writing that no agreement is possible;
- If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, the parent or public agency withdraws from the mediation process. [34 CFR 300.510(c)]

The public agency must ensure that not later than 45 days after the expiration of the 30 day period under 34 CFR 300.510(b), or the adjusted time periods described in 34 CFR 300.510(c):

- A final decision is reached in the hearing; and
- A copy of the decision is mailed to each of the parties. [34 CFR 300.515(a)]

Section C.2: Parental Revocation of Consent for Special Education and Related Services

Statutory and Regulatory Citations

34 CFR §§300.9, 300.300 and 300.503
Section 1003.4282, F.S.

Procedures

A parent of a student with a disability who has been receiving specially designed instruction and related services may revoke consent for such services.

1. The parent's request for revocation must be in writing.
2. The district will provide the parent with written notice under 34 CFR §300.503 before ceasing the provision of special education and related services.
3. The district may not continue to provide special education and related services to the child.
4. The district will not use mediation or due process procedures to challenge the parent's revocation of consent.
5. The district is not required to convene an IEP team or develop an IEP for further provision of special education and related services for the student.
6. The district is not required to amend the child's education records to remove any reference to the child's previous receipt of such services.
7. The district will not be considered to be out of compliance with IDEA for failure to provide a FAPE to an otherwise eligible child.

Requirements or Options No Longer Applicable

When a parent of a student with a disability revokes consent for services, the requirements that previously applied solely as a result of the student's status as a student with a disability will no longer apply. Examples include:

1. The revocation applies to all services the student is receiving as a student with a disability, including instructional and testing accommodations; the revocation cannot be for some services but not others.
2. The procedural safeguards that apply to students with disabilities, including disciplinary protections, will no longer apply to the student.
3. The options in accordance with s. 1003.4282 (10), F.S., for a student with an individual educational plan to satisfy the standard high school diploma requirements will not be available.

Section C.3: Transfer of Parental Rights at Age of Majority

Statutory and Regulatory Citations

34 CFR §§300.520 and 300.320

Chapter 744, F.S.

Section 393.12, F.S.

Rules 6A-6.03028, 6A-6.03011, 6A-6.0311 through 6A.6.0361, and 6A-6.03311, F.A.C.

Procedures

1. When a student with a disability reaches the age of 18, except for a student with a disability who has been determined incompetent under state law or who has had a guardian advocate appointed to make educational decisions as provided by s. 393.12, F.S., all rights afforded to parents under Rules 6A-6.0311 through 6A-6.0361, F.A.C., transfer to the student. However, the right to notice under Rules 6A-6.0311 through 6A-6.0361, F.A.C., is retained as a shared right of the parent and the student.
2. At least one year before the student's eighteenth birthday, the district will inform the student of his or her rights under Part B of the Individual with Disabilities Educational Act (IDEA), if any, that will transfer from the parent to the student on reaching the age of majority, which is 18 years of age. The student's individual educational plan will include a statement that the student has been informed of the rights, if any, that will transfer to the student at 18 years of age.
3. The school district will notify the student and the parent of the transfer of rights when the student attains the age of 18; this notice is separate and distinct from the notice that was provided to the student and the parent at least one year before the student's eighteenth birthday.
4. For a student with a disability who has attained age 18 and is incarcerated in a juvenile justice facility or local correctional facility, all rights accorded to parents under Part B of the IDEA transfer to the student, including the right to notice.
5. For students incarcerated in state correctional facilities, all rights accorded to parents under Part B of the IDEA transfer to the student, including notice, regardless of the age of the student.

6. If a student with a disability has reached the age of majority and does not have the ability to provide informed consent with respect to his or her educational program, procedures established by statute may be used by the parent to take one of the following actions:
- a. Have the student declared incompetent and the appropriate guardianship established in accordance with the provisions of Chapter 744, F.S.
 - b. Be appointed to represent the educational interests of the student throughout the student's eligibility for Free Appropriate Public Education (FAPE) under Rules 6A-6.03011 through 6A-6.0361, F.A.C.
 - c. Have another appropriate individual appointed to represent the educational interests of the student throughout the student's eligibility for FAPE under Rules 6A-6.0311 through 6A-6.0361, F.A.C., if the parent is not available in accordance with s. 393.12, F.S.

Section D: Surrogate Parents

Statutory and Regulatory Citations

34 CFR §300.519

Sections 39.0016 and 1002.22, F.S.

Rule 6A-6.0333, F.A.C.

Definition

A surrogate parent is an individual appointed to act in the place of a parent in educational decision-making and in safeguarding a student's rights under IDEA and s. 39.0016, F.S., when no parent can be identified; the student's parent, after reasonable efforts, cannot be located by the school district; the student is a ward of the state under state law; the student is an unaccompanied homeless youth; or a court of competent jurisdiction over the student has determined that no person has the authority, willingness, or ability to serve as the educational decision maker for the student without judicial action.

Procedures

1. A surrogate parent appointed by the district school superintendent or the court:
 - a. Must be at least 18 years old.
 - b. Must have no personal or professional interest that conflicts with the interests of the student to be represented.
 - c. Must not be an employee of the FDOE, the local school district, a community-based care provider, the Florida Department of Children and Families (DCF), or any other public or private agency involved in the education or care of the student.
 - This prohibition includes group home staff and *therapeutic* foster parents.
 - A person who acts in a parental role to a child, such as a foster parent or relative caregiver, is not prohibited from serving as a surrogate parent if he or she is employed by such agency, willing to serve, and knowledgeable about the child and the exceptional student education process.
 - The surrogate parent may be a court-appointed guardian ad litem or a relative or nonrelative adult who is involved in the child's life regardless of whether that person has physical custody of the child.
 - d. Must have the knowledge and skills acquired by successfully completing training using materials developed and approved by the FDOE to ensure adequate representation of the child.
2. Appointment of a surrogate parent for a student who has or is suspected of having a disability
 - a. A surrogate parent for a student who is eligible for or who is suspected of being eligible for special programs made available through a school district or agency under contract with the school district shall be appointed by the district's school superintendent not more than 30 days after the school district determines that the student needs a surrogate parent.
 - b. The surrogate parent for a student who is eligible for or who is suspected of being eligible for special programs made available through a contract from the FDOE shall be appointed by the individual specified in the contract.

- c. In the case of a student who is a ward of the state, the surrogate parent alternatively may be appointed by the judge overseeing the student's case, provided the surrogate meets the qualifications above.
- d. If a guardian ad litem has been appointed for a child, the district school superintendent must first consider the child's guardian ad litem when appointing a surrogate parent.
 - The district school superintendent must accept the appointment of the court if he or she has not previously appointed a surrogate parent.
 - The court must accept a surrogate parent duly appointed by a district school superintendent.
- e. A surrogate parent appointed by the district school superintendent or the court must be accepted by any subsequent school or school district without regard to where the child is receiving residential care so that a single surrogate parent can follow the education of the child during his or her entire time in state custody.
- f. Nothing in s. 39.0016, F.S., or in Rule 6A-6.0333, F.A.C., shall limit or prohibit the continuance of a surrogate parent appointment when the responsibility for the student's educational placement moves among and between public and private agencies.
- g. For a child known to the DCF, the responsibility to appoint a surrogate parent resides with both the district school superintendent and the court with jurisdiction over the child.
 - If the court elects to appoint a surrogate parent, notice shall be provided as soon as practicable to the child's school.
 - At any time the court determines that it is in the best interests of a child to remove a surrogate parent, the court may appoint a new surrogate parent for educational decision-making purposes for that child.
- h. The surrogate parent shall continue in the appointed role until the occurrence of one of the following circumstances:
 - The child is determined to no longer be eligible or in need of special programs, except when termination of special programs is being contested
 - The child achieves permanency through adoption or legal guardianship and is no longer in the custody of DCF
 - The parent who was previously unknown becomes known, whose whereabouts were unknown is located, or who was unavailable is determined by the court to be available
 - The appointed surrogate no longer wishes to represent the child or is unable to represent the child
 - The superintendent of the school district in which the child is attending school, the FDOE contract designee, or the court that appointed the surrogate determines the appointed surrogate parent no longer adequately represents the child
 - The child moves to a geographic location that is not reasonably accessible to the appointed surrogate
- i. The appointment and termination of appointment of a surrogate shall be entered as an order of the court with a copy of the order provided to the child's school as soon as practicable.

3. The person appointed as a surrogate parent:

- a. Must be acquainted with the child and become knowledgeable about his or her disability and educational needs
- b. Must represent the child in all matters relating to identification, evaluation, and educational placement and the provision of a free and appropriate education to the child
- c. Must represent the interests and safeguard the rights of the child in educational decisions that affect the child

4. The responsibilities of the person appointed as a surrogate parent shall not extend to the care, maintenance, custody, residential placement, or any other area not specifically related to the education of the child, unless the same person is appointed by the court for such other purposes.

5. A person appointed as a surrogate parent shall enjoy all of the procedural safeguards afforded a parent with respect to the identification, evaluation, and educational placement of a student with a disability or a student who is suspected of having a disability.

6. A person appointed as a surrogate parent shall not be held liable for actions taken in good faith on behalf of the student in protecting the special education rights of the child.
7. A school district may compensate persons appointed as surrogate parents. A person acting as a surrogate parent is not an employee of the school district or FDOE-contracted program solely because he or she is paid by the school district or FDOE-contracted program to serve as a surrogate parent.
8. In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency or transitional shelters, independent living programs, and street outreach programs, as well as McKinney-Vento liaisons or other school district staff, may be appointed as temporary surrogate parents without regard to the requirements until a surrogate can be appointed who meets all of the requirements.

The following items from this section are not applicable for the district.

Describe the district's procedures for determining when a student with a disability needs a surrogate parent, including documentation of reasonable efforts to locate or contact the parent, if applicable. (i.e., no clear evidence that parental rights have been terminated).

A student receiving services for exceptional student education (ESE) --or a student who is suspected of needing ESE services --needs a surrogate parent under the following circumstances: when the natural parent or guardian is unknown or the whereabouts of the natural parent or guardian cannot be determined; the child is a ward of the state or ward of the court under the laws of the state of Florida; or the child is an unaccompanied homeless youth as defined in Section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)). When a registration form documents that a student does not live with his parent or guardian, school personnel investigate the student's need for a Surrogate Parent. Reasonable efforts are undertaken by the school counselor, ESE social worker and/or district social worker, and school administrators to determine whether a parent or guardian can be identified for the student, the student is a ward of the state, the student is an unaccompanied homeless youth, or a court has determined that no one has the authority, willingness or ability to serve as the educational decision maker for the student without judicial action. Efforts to locate the student's parent or guardian include: inquiries with other agencies, certified letters, home visits, review of court orders (if any) and telephone calls. After the district has exhausted all reasonable efforts to determine the identity or whereabouts of a parent or guardian, using the above methods, a decision is made to appoint a Surrogate Parent if the student's parent or guardian cannot be located.

Describe the district's procedures for recruiting and training surrogate parents, including those surrogates appointed by a judge.

Recruiting of surrogate parents will be facilitated by our district ESE staff. The district ESE staff will partner with our school principals, district volunteer coordinator, district parent involvement specialist, district liaison for homeless students and families, and ESE social worker to recruit volunteers. Sources for surrogates will include local civic and service organizations. Our public information officer and faith-based partners will also serve as resources for recruiting surrogate parent volunteers. Surrogate parents, including those surrogates appointed by a judge, will be trained (annually or as needed) by the Florida Diagnostic and Learning Resources System (FDLRS) staff and the district ESE staff. The Florida Department of Education's approved surrogate parent training program will be used to train volunteers.

Section E: Individual Educational Plans and Educational Plans for Transferring Exceptional Students

Statutory and Regulatory Citations

34 CFR §§99.31 and 300.323

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030191, 6A-6.03028, 6A-6.0331, 6A-6.0334 and 6A-6.0361, F.A.C.

Definition

A transferring exceptional student is one who was previously enrolled as an exceptional student in any other school district or agency and who is enrolling in a different Florida school district or in an educational program operated by the Florida Department of Education through grants or contractual agreements in accordance with s. 1003.57, F.S.

Procedures

1. IEPs or EPs for students who transfer school districts within Florida

If an exceptional education student who had an IEP or EP that was in effect in a previous Florida school district transfers to the school district and enrolls in a new school, the new school district (in consultation with the parents or legal guardians) will provide FAPE to the student, which includes services comparable to those described in the child's IEP or EP from the previous Florida school district, until the school district does **one** of the following:

- a. Adopts the child's IEP or EP from the previous school district.
- b. Develops, adopts, and implements a new IEP that meets the applicable requirements of Rule 6A-6.03028 - 6A-6.0361, F.A.C.

2. IEPs or EPs for students transferring to or from a Florida school district and a full-time virtual program

If an exceptional education student who had an IEP or EP that was in effect in a previous Florida school or school district enrolls in a full-time virtual program (in accordance with s. 1002.37 or 1002.45, F.S.), the virtual program must determine if the student meets the profile for success in this educational delivery context. If the student meets the profile for success in this educational delivery context, the virtual program will provide FAPE to the student, which includes services comparable to those described in the student's IEP or EP from the previous school or school district, until the IEP team for the virtual program either:

- a. Adopts the student's IEP or EP from the previous school or school district, or
- b. Develops, adopts and implements a new IEP or EP that meets the applicable requirements of Rules 6A-3.03011 - 6A-6.0361, F.A.C. A virtual program may not deny or delay enrollment pending review of a student's IEP or EP.

When an IEP team of a school district determines that the full-time virtual program is appropriate for a student in accordance with s. 1003.57(5), F.S., within fifteen (15) business days prior to the withdrawal from the school district, the school district must convene an IEP team meeting with at least one (1) representative specific to the full-time virtual program to determine appropriate goals, supports and services for the student. The receiving virtual program may adopt and implement the student's existing IEP from the previous school district or may revise the IEP as needed, to meet the student's needs in the virtual environment.

When an IEP team for a virtual program determines that the full-time virtual program is not appropriate for a student in accordance with s. 1003.57(5), F.S., the full-time virtual program must, within fifteen (15) business days, convene an IEP team meeting to determine appropriate goals, supports and services for the student. A representative from the school district of residence for the student must participate in this meeting. A student may not be disenrolled from a full-time virtual program until after the IEP team has met and determined appropriate services for the student.

3. IEPs for students who transfer from outside Florida

If an exceptional education student who had an IEP that was in effect in a previous school district in another state transfers to the school district and enrolls in a Florida school district within the same school year, the new Florida school district (in consultation with the parents) will provide the student with FAPE (including services comparable to those described in the student's IEP from the previous school district) until the school district does **both** of the following:

- a. Conducts an initial evaluation in accordance with Rule 6A-6.0331, F.A.C., or determines that evaluation is not necessary.
- b. Develops, adopts, and implements a new IEP or EP, if appropriate, that meets the applicable requirements of Rules 6A-6.03011 through 6A-6.0361, F.A.C.

A student enrolls in another school district after the timeframe has begun and the parent and subsequent school district agree to a specific time when the evaluation will be completed.

If a transfer student enters the school district with a specific methodology or curriculum on their IEP that was provided through therapy as a related service (e.g., Handwriting without Tears®, sensory integration, neurodevelopmental treatment), and the particular program stated on the IEP is not used in the new school district, another comparable strategy or intervention can be used until the new school district is able to conduct an evaluation, if determined necessary, and develop, adopt and implement a new IEP, if appropriate.

4. EPs for gifted students who transfer from outside Florida

If a student who had a gifted plan that was in effect in a previous school district in another state transfers to a Florida school district and enrolls in a new school within the same school year, the new Florida school district (in consultation with the parents or legal guardians) must provide the student with services comparable to those described in the student's gifted plan from the previous school district, until the new Florida school district develops, adopts and implements a Florida EP that meets the applicable requirements of Rule 6A-6.030191, F.A.C. In accordance with Rule 6A-6.0334, F.A.C., students who transfer with gifted eligibility from another state do

not need to meet the requirements of Rule 6A-6.03019, F.A.C., for continued services. A gifted plan could include documentation from the previous school district in another state that the student was determined eligible for gifted services in accordance with the applicable requirements of that district or state and was receiving gifted services.

5. Parental consent

The student's new school district is **not** required to obtain parental consent for the initial provision of services for transferring exceptional students determined eligible for services. However, written informed parental consent **is** required before the new school district can conduct an initial evaluation to determine if a student has a disability and needs special education and related services.

6. Transmittal of records

To facilitate the transition for a student described in subsections 1 and 2 above, the new school district in which the student enrolls will take reasonable steps to promptly obtain the student's records, including the IEP or EP and supporting documents and any other records relating to the provision of special education or related services to the student, from the previous school district in which the student was enrolled, in accordance with 34 CFR §99.31; and the previous school district in which the student was enrolled must take reasonable steps to promptly respond to the request from the new school district.

Section F: Access to a Student's Public Benefits or Insurance

Statutory and Regulatory Citations

34 CFR §300.154

Rules 6A-6.03011 through 6A-6.0361, 6A-6.03028 and 6A-6.03311, F.A.C.

Procedures

The school district may use the Medicaid or other public health benefits or insurance programs in which a student participates to provide or pay for services required under Rules 6A-6.03011 through 6A-6.0361, F.A.C., as permitted under the public benefits or insurance program, except as noted below:

1. With regard to services required to provide FAPE to an eligible student under the IDEA, the school district:
 - a. May not require parents to sign up for or enroll in public insurance programs in order for their student to receive FAPE under Part B of the IDEA.
 - b. May not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided pursuant to the IDEA— the district may pay the cost that the parent otherwise would be required to pay.
 - c. May not use a student's benefits under a public insurance program if that use would (any of the following):
 - Decrease available lifetime coverage or any other insured benefit.
 - Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school.
 - Increase premiums or lead to the discontinuation of benefits or insurance.
 - Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.
 - d. Prior to accessing the student's or parent's public benefits or insurance for the first time, and after providing notification to the student's parent as described in Rule 6A-6.03028(3)(q)1.e., F.A.C., the school district must obtain written, parental consent that specifies each of the following:
 - The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student
 - The purpose of the disclosure, such as the purpose of billing for services
 - The agency to which the disclosure may be made

- The parent understands and agrees that the school district may access the insurance to pay for the services required under Rules 6A-6.03011 through 6A-6.0361, F.A.C.

e. Prior to accessing a student's or parent's public benefits for the first time, and annually thereafter, the school district must provide written notification consistent with requirements found in Rule 6A-6.03311(1)(a) and (b), F.A.C., to the student's parents that includes all of the following:

- A statement of the parental consent provision in Rule 6A-6.03028(3)(q)1.d., F.A.C.
- A statement of the no cost provisions of Rule 6A-6.03028(3)(q)1., F.A.C.
- A statement that the parents have the right to withdraw their consent to disclose their child's personal identifiable information to the agency responsible for the administration of the State's public benefits or insurance at any time.
- A statement that the withdrawal of consent or refusal to provide consent to disclose personally identifiable information to the agency responsible for the administration of the State's public benefits or insurance program does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.

2. With regard to students with disabilities who are covered by private insurance, a school district may access a parent's private insurance proceeds to provide services required under the IDEA only if the parent provides written informed consent. Each time the school district proposes to access the parent's private insurance to provide services required under IDEA, the agency must obtain parental consent and inform the parents that their refusal to permit the school district to access their private insurance does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.

3. If a school district is unable to obtain parental consent to use the parents' private insurance, or public benefits or insurance when the parents would incur a cost for a specified service required to ensure a FAPE, the school district may use its IDEA Part B funds to pay for the service. To avoid financial cost to parents who otherwise would consent to use private insurance, or public benefits or insurance if the parents would incur a cost, the school district may use its IDEA Part B funds to pay the cost that the parents otherwise would have to pay to use the parents' benefits or insurance (e.g., the deductible or co-pay amounts).

Section G: General Education Intervention Procedures

Statutory and Regulatory Citations

34 CFR §§300.302, 300.306, and 300.308–300.310

Sections 1008.25 and 381.0056, F.S.

Rules 6A-6.03018, 6A-6.03019, 6A-6.03020, 6A-6.0331 and 6A-6.03411, F.A.C.

Definition

General education intervention procedures are activities conducted by a district for kindergarten through Grade 12 students enrolled in public schools who need additional academic or behavioral support to succeed in the general education environment. These activities are embedded in the district's responsibility to implement a multi-tiered system of supports that is integrated into a continuum of evidence-based academic and behavioral interventions. In implementing a data-based problem-solving process designed to develop a coordinated continuum of evidence-based instruction and intervention practices, a district may engage in activities that include educational and behavioral evaluations, services, supports, evidence-based literacy instruction and professional development for teachers and other school staff, and where appropriate, instruction on the use of adaptive and instructional technology.

General Education Intervention Procedures for K-12 Students Suspected of Having a Disability Who are Enrolled in Public Schools.

1. Parent involvement in general education intervention procedures

The district provides opportunities for parents to be involved in a data-based problem-solving process to address the student's academic or behavioral areas of concern. There must be discussion with the parent regarding the data used to identify the problem, the plan for addressing the problem through intervention, the plan for monitoring student progress, the student's responses to instruction and interventions, modification of the interventions when needed and anticipated future action to address the student's learning or behavioral needs. The district must maintain documentation of parental involvement and communication.

2. Observations of student in the educational environment

The school district conducts observations of the student in the educational environment and, as appropriate, in other settings to document the student's academic or behavioral areas of concern. At least one observation must include an observation of the student's performance in the general education classroom.

3. Review of data

The school district reviews social, psychological, medical, and anecdotal records and achievement data in the student's cumulative folder and demonstrates through data that the student was provided appropriate instruction in the regular education settings, which was delivered by qualified personnel. Attendance records are reviewed and used as one indicator of a student's access to instruction.

4. Sensory screenings and diagnostic assessments

- a. Hearing and vision screenings are completed for the purpose of ruling out sensory deficits that may interfere with the student's academic and behavioral progress. Hearing and vision screenings are conducted in accordance with the school district's school health plan. In certain circumstances, a current evaluation by a medical professional may be used as the screening report.
- b. Additional screenings and assessments are conducted to assist in determining academic or behavioral interventions, as appropriate. Student screenings to determine instructional and behavioral intervention strategies are not considered to be an evaluation for eligibility for special education and related services.

5. Implementation of evidence-based interventions

- o The school district implements evidence-based interventions addressing the identified areas of concern in the **general education environment**.
- o The interventions selected for implementation should be determined by a team through a data-based problem-solving process that uses student performance data to identify and analyze the area(s) of concern, select and implement interventions, monitor effectiveness of the interventions and modify intervention or intensity when needed.
- o Interventions must be implemented as designed for a period of time sufficient to determine effectiveness, and with a level of intensity that matches the student's needs.
- o The district must collect pre-intervention and ongoing progress-monitoring data regarding academic or behavioral areas of concern and communicate the data to the parents in an understandable format, which may include, but is not limited to, graphic representation.

6. General education interventions are **not** required for the following:

- o Children younger than kindergarten-entry age who are not enrolled in kindergarten
- o Students suspected of being gifted as described in Rule 6A-6.03019, F.A.C.
- o Students who are being considered for eligibility for specially designed instruction for students who are homebound or hospitalized as described in Rule 6A-6.03020, F.A.C.
- o Students who are not enrolled in a public school.

General education interventions **may not be required** for students suspected of having a disability if the student demonstrates a speech disorder; or severe cognitive, physical, or sensory disorders; or severe social or behavioral deficits that require immediate intervention to prevent harm to the student or others, and a team comprised of qualified professionals and the parent determines that these general education interventions are not appropriate.

Does the district have a Multi-Tiered System of Support (MTSS) procedures document or website?

- Yes
- No

If yes, how can this document or website be accessed?

<http://www.gcps.k12.fl.us/Default.asp?PN=DocumentUploads&L=1&DivisionID=6933&LMID=278506&ToggleSideNav=>

If no, describe district policies and procedures for integrating a data-based, problem-solving process within an MTSS.

N/A

What academic and behavior progress monitoring tools and data do teams use to monitor student response to intervention? How frequently are Tier 3 interventions reviewed and monitored?

Academically, all students are required to take the iReady diagnostic assessment in both Reading and Mathematics at the beginning of the school year. This assessment is usually readministered within a 12-18 week period. Additionally, this assessment also allows teachers and other personnel working with a particular student, the opportunity to assess their growth/progress on a regular basis. This program also has an intervention component which students can utilize during intervention time and at home. Although no longer being utilized by the district, teams also assess data from the FCAT assessments/FAIR assessments when available as well as data from the Florida Standards Assessment (FSA) and the student's performance on weekly tests. The Skyward database system is also used by specified district personnel on an on-going basis, to monitor academic progress as indicated by students' progress report cards. In addition to iReady, Stars which is used at the Elementary level and Achieve 3000 which is administered at the middle school and high school level, FAIR and Dibels will be reintroduced into the schools for the 2016-2017 academic school year. Behaviorally, the district has implemented the Early Warning Systems to identify students who are struggling academically and behaviorally. Once the Early Warning Systems report has been completed/pulled using data from the Skyward database, school teams are then able to identify students with academic and behavioral challenges. Within the different classrooms, teachers have a classroom behavior plan. Consequently, behavior data is monitored by using behavior frequency charts and daily behavior report cards. Students at the Tier 3 Intervention Level are monitored and reviewed based on their needs and response to intervention. However, data is typically collected at least on a weekly basis and reviewed within 4 to 6 weeks. Students at the Tier 3 Intervention Level who are exhibiting behavior concerns have Individual Behavior Intervention Plans. Individual Behavior Plans are monitored daily. Classroom teachers have the daily responsibility of monitoring student data. However, members of the student study team also monitor student data during classroom visits and during student study team meetings. The problem solving team considers the student's current and prior academic/behavioral history using a variety of measures. The team also considers the interventions being implemented and whether or not these interventions appear suitable to address the student's needs. The team also assesses the fidelity of intervention implementation. Additionally, the problem-solving team considers exclusionary factors such as the student's attendance, their ethnicity, their socioeconomic status, their behavior, their vision/hearing, and English Language proficiency, to determine whether or not any of these factors may be negatively impacting the student. The team also considers whether or not the student has experienced significant trauma that may be adversely affecting their progress (academic and behavior). Teams initiate an evaluation if one is requested by the parents or if data indicates that despite intense interventions the student continues to perform at a level significantly below that of their peers or if the intensity of interventions required by the student to make academic progress cannot continue to be implemented without exceptional student education services and support. Behavior evaluations are initiated if the student continues to display a plethora of inappropriate behaviors despite intense behavioral interventions or if the student engages in behaviors that are a threat to their well-being or the well-being of other students.

How does the district monitor implementation and fidelity of problem identification, problem analysis, intervention development and intervention effectiveness?

The district has a variety of forms such as the student study team action plan on which teams are required to document the problem, analysis of the problem, interventions and the effectiveness of the interventions for each student. A copy of this action plan is kept in the student's folder, and another copy is given to the parent at the end of each meeting. In addition to this, the district has also implemented a fidelity monitoring checklist to be used by administrators to observe and assess the effectiveness and integrity of interventions being implemented on their campuses. This form is also kept in the student's intervention folder. Additionally, teams also complete the GTIPS working tool which guides teams in addressing critical components of the problem-solving process. Conference notes are also completed at each meeting. These notes contain information about the student's academic/behavioral history, current performance, and recommendations. Members of the student study team and administrators visit classrooms on a regular basis to monitor the fidelity of interventions as proposed by the student study teams and complete a fidelity monitoring checklist to verify the implementation of interventions. This checklist is also placed in the student's folder. Information from the data reviews helps inform decisions about intensifying or fading interventions. If the data indicates the interventions are positively impacting student progress, the team will make a determination to continue the interventions or begin fading the interventions. Positive response to interventions is determined when the data indicates a positive response and the progress is at a rate in which the team determines the student can obtain the goal established by the intervention team in a reasonable amount of time. If the data indicates the interventions are not positively impacting student progress, the team will determine whether or not interventions need to be modified. Inadequate progress is determined when the data indicates no progress or limited progress or when the progress is at a rate in which the team determines the student cannot obtain the goal established by the intervention team in a reasonable amount of time.

How are parents engaged in the problem-solving process? (Include the frequency and format for sharing student response to intervention data with parents.)

In order to foster global awareness of the Multi-Tiered System of Supports, the district has distributed MTSS manuals to all staff members. Additionally, the district's MTSS manual can be accessed by the general public via the district's website. Moreover, at the beginning of every school year, teams train all staff members about the MTSS process and provide them with any updated information. Global awareness of the MTSS process apart from the resources available on the district's website, is generally conveyed to parents by Teachers, Administrators, School Counselors, Parent services department personnel and ESE department personnel. Teachers, Administrators, and School Counselors generally provide this information to parents when meeting with them individually at formal or informal meetings, while parent services and ESE personnel generally provide this information to parents at parent training meetings which are held twice each school year. At these meetings, parents are presented with information about MTSS, given an opportunity to express their concerns, and are also provided with MTSS literature. During problem solving meetings, parents are again informed about the process, given literature about the process, and provided with a forum to ask questions. We encourage active parent participation in the problem-solving process. Prior to the initiation of team meetings, parents are notified by the class teacher or teachers about their areas of concern. Together the parent and teacher discuss the child's prior academic/or behavior performance and discuss what can be done to assist the student. If problem solving at this stage does not lead to a positive outcome, and the student is referred to the Student Study Team, parents are invited to attend all Student Study Team meetings via mail and a follow-up phone call. Teams are flexible and attempt to make the necessary amends to accommodate parent schedules. Additionally, in the event that a parent is unable to attend a meeting, they are given the option to have a phone conference. During the problem solving team meetings, parents are given work samples, grades, and information about their child's attendance and discipline. They are also shown graphs which document their child's performance compared to other students in their class. Parents are asked about information regarding their child's academic and behavior history, as well as medical and family history. Parents are also given various strategies to assist their child at home and encouraged to observe their child within the classroom environment. At the end of the meeting, parents are given copies of the conference notes and the team's Action Plan for their child. They are also given information about the MTSS process. Translators are available and provided to parents who are unable to communicate effectively in English. Parent involvement in the problem solving process begins as soon as student difficulties are observed. As a member of the team, parents are a part of the data-based problem solving process. Parents are invited to attend and participate in problem solving meetings. Data is typically collected at least on a weekly basis and reviewed within 4 to 6 weeks. However, in some instances, meetings are held more frequently based on the magnitude of the situation. Progress monitoring data is shared through the use of graphs and other data collection means. Teachers are also encouraged to call parents to discuss their child's progress and parents are encouraged/welcomed to meet with their child's teacher as well as observe their child within the classroom environment. Parents are notified verbally of their right to request an evaluation by their child's Teacher, School Counselor or School Administrator when an initial concern is raised. Once a Student Study Team meeting is scheduled for a student, parents are again informed verbally and in writing of their right to request an evaluation (information is included in the MTSS handout that parents receive).

7. Procedures for children who are below mandatory school age and who are not enrolled in kindergarten include the following:

- a. Review existing social, psychological, and medical data. Refer for a health screening when needed.
- b. Conduct vision and hearing screenings for the purpose of ruling out sensory deficits.
- c. Conduct additional screenings to assist in determining interventions as appropriate.

Section H.1: Initiating an Evaluation for Exceptional Student Education

Statutory and Regulatory Citations

34 CFR §§300.300–300.305

Chapter 490, F.S.

Sections 1003.57 and 1003.575, F.S.

Rules 6A-1.044, 6A-1.0502, 6A-4.0311, 6A-6.0331, 6A-6.03311 and 6A-6.03411, F.A.C.

Definition

The school district must ensure that all students with disabilities or who are gifted and who are in need of exceptional student education (ESE) are identified, located, and evaluated, and FAPE is made available to them if it is determined that the student meets the eligibility criteria.

Procedures for Initiating an Evaluation

Each school district must conduct a full and individual initial evaluation before the initial provision of ESE services. Either a parent of a kindergarten through Grade 12 student, or child age three to kindergarten-entry age, or a school district may initiate a request for initial evaluation to determine if the student is a student with a disability. Either a parent of a kindergarten through Grade 12 student or a school district may initiate a request for initial evaluation to determine if a student is gifted. The request for an evaluation is documented on the district's Consent for Evaluation form.

The school district must seek consent from the parent or guardian to conduct an evaluation whenever the district suspects that a kindergarten through Grade 12 student, or a child age three to kindergarten-entry age, is a student with a disability and needs special education and related services. Circumstances that would indicate that a kindergarten through Grade 12 student may be a student with a disability who needs special education and related services include, but are not limited to, the following:

1. When a school-based team determines that the kindergarten through Grade 12 student's response to intervention data indicates that intensive interventions implemented are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through general education resources;
2. When a school-based team determines that the kindergarten through Grade 12 student's response to interventions implemented indicates that the student does not make adequate growth given effective core instruction and intensive, evidence-based interventions; and
3. When a child age three to kindergarten entry age receives a developmental screening through the school district or the Florida Diagnostic and Learning Resources System and, based on the results of the screening, it is suspected that the child may be a child with a disability in need of special education and related services; or
4. When a parent requests an evaluation and there is documentation or evidence that the kindergarten through Grade 12 student or child age three to kindergarten-entry age who is enrolled in a school- district operated preschool program may be a student with a disability and needs special education and related services.

Within 30 days of a determination that a circumstance described in subsections 1., 2. or 3. above exists for a student in grades kindergarten through Grade 12 or a child age three to kindergarten entry age, the school district must request consent from the parent to conduct an evaluation, unless the parent and the school agree otherwise in writing.

If a parent requests that the school conduct an evaluation to determine whether their child is a child with a disability in need of special education and related services, the school district must within 30 days, unless the parent and the school agree otherwise in writing:

1. Obtain consent for the evaluation; or

2. Provide the parent with written notice in accordance with Rule 6A-6.03311, F.A.C., explaining its refusal to conduct the evaluation.

Prior to a school district request for an initial evaluation for students in Grade K through 12, school personnel must make one of the following determinations:

1. Whether the general education intervention procedures have been implemented as required under Rule 6A-6.0331, F.A.C., and that the data indicate that the student may be a student with a disability who needs special education and related services;
2. The evaluation was initiated at the parent's request and the general education activities will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for special education and related services; or
3. The nature or severity of the student's areas of concern makes the general education intervention procedures inappropriate in addressing the immediate needs of the student

Describe the district's procedure for obtaining parental consent for an evaluation when, through the FDLRS or school district child find process, it is suspected that a child ages three to kindergarten-entry age may be a child with a disability. In addition, describe how the district will ensure that the parent will be given the opportunity to provide consent within 30 days of the parent's request.

When the school district has reason to suspect that a student has a disability, the student study team discusses their findings and discuss evaluation process and procedures with parents. Following this, parents are asked whether or not they will give permission for an evaluation, and are then requested to sign a consent for evaluation form (within 30 days). If parents are unable to attend the meeting at which the need for an evaluation is discussed, then the parents are contacted via telephone, the evaluation process and procedures are discussed, and a consent for evaluation is sent home requesting the parent signature. Our District Child Find Specialist is also a FDLRS Child Find Specialist who usually participates in community screenings. If the District Child Find Specialist is unable to participate in community screenings, FDLRS notifies the Child Find Specialist and/or ESE Director within a week if there are any children with areas of concern. FDLRS forwards the screening packet to the Child Find Specialist within one week and parent contact is made to schedule an appointment for further screening and possible evaluation. -At the appointment, parents are asked to provide written consent for evaluation. Further screening is conducted and an evaluation if necessary.

Describe the district's procedures for responding within 30 days to a parent who requests that an evaluation be conducted to determine the student's eligibility for special education and related services.

When a parent makes a request for an evaluation, this request is forwarded to the School Counselor or Student Study Team coordinator who then schedules a student study team meeting for the student within the 30-day time period. At this meeting, the class teacher is required to bring documentation of the student's current academic and behavioral performance. The team discusses the student's current performance, discusses the Multi Tiered System of Supports (MTSS) framework with the parent, and consent for an evaluation is obtained. Upon parent request, the school initiates a meeting within 10 school days to examine the student's progress in comparison to the class, grade, district, and across subgroups (if applicable). -The team will also review all other relevant documentation including, but not limited to: grades, discipline records, attendance, medical information, parent input, and assessment performance. -If the team determines that there is reason to suspect that the student is a student with a disability, the parent consent for a formal evaluation will be obtained and the activities described in the General Education Intervention Procedures will be completed concurrently with the evaluation. -If the team does not feel that an evaluation is warranted, the team will provide the parent with a written Notice of Refusal and the Notice of Procedural Safeguards for Parents of Students with Disabilities.

Describe the district's procedures for requesting an initial evaluation for students who may have disabilities and students who may be gifted who are enrolled in the school district.

The Multi-tiered System of Supports (MTSS) model is used for students who may have a disability. After research-based interventions and supports have not been successful, the Student Study Team completes a referral form and submits the consent for evaluation along with the response to intervention and supporting documentation to the evaluation specialist. Gifted students may be referred by staff or parents. Students with high achievement scores on district and state assessments will be referred by school personnel. Program Specialists for Exceptional Student Education will also monitor and refer students with high achievement scores on district and state assessments. Referral packets will be completed and submitted to the evaluation specialist.

Describe the district's procedures for requesting an initial evaluation for students who may have disabilities and students who may be gifted who are enrolled in nonpublic schools or agency programs.

-The nonpublic school or agency makes a written referral to the school district. The Director of Exceptional Student Education forwards the referral to the assigned evaluation specialist. -Prior to the evaluation specialist meeting with personnel from the nonpublic school or agency program, parent permission is obtained for the sharing of information. -The nonpublic school or agency team gathers information concerning attendance, discipline, testing (formal and informal), academic history, social developmental history, medical records, classroom observations and current classroom performance. General education interventions are not required, but are helpful. -Evaluations are completed based on needs identified by the data, as well as school and parent requests. -If the request is for a student who may be gifted, the Exceptional Student Education/Student Services Director or Designee will obtain consent to conduct a Gifted Screening, or other screenings that the team feels are necessary, and obtain teacher input of the Gifted Characteristics. The ESE/SS Director will assign the evaluation to the qualified evaluation specialist.

Describe the district's procedures for requesting an initial evaluation for students who may have disabilities and students who may be gifted who are not enrolled in any school.

-Parents/legal guardians of students not enrolled in any school may contact the Director of Exceptional Student Education or designee to make a referral for an initial evaluation. -The ESE Director will assign public school and/or district personnel to assist the parent/guardian in the referral process and obtain written informed consent for evaluation. -A conference with the parent/guardian is held to determine the concern(s) and identify what interventions have been attempted. Interventions are not a criteria for evaluation, but may be helpful. -The ESE Director will assign an appropriate evaluation specialist to complete the evaluation. -If the request is for a student who may be gifted, the ESE/SS Director or designee will obtain consent to conduct a Gifted Screening, or other screenings that the team feels are necessary, and obtain teacher input of the Gifted Characteristics. The ESE Director will assign the evaluation to the qualified evaluation specialist.

Section H.2: Conducting Student Evaluations and Reevaluations

Statutory and Regulatory Citations

34 CFR §§300.131 and 300.300–300.305

Chapter 490, F.S.

Sections 1003.57 and 1003.575, F.S.

Rules 6A-1.044, 6A-1.0502, 6A-6.03013, 6A-6.03014, 6A-6.03022, 6A-4.0311, 6A-6.0331, and 6A-6.03411, 6A-6.0361 and 6A-10.019, F.A.C.

Definitions

1. Evaluation means procedures used to determine whether a student has a disability or is gifted and in need of specially designed instruction and related services, and the nature and extent of the exceptional student education (ESE) that the student needs.
2. Reevaluation of a student with a disability is the process whereby existing evaluation data about the student is reviewed and additional data collected (if necessary) to determine whether the student continues to have a disability and be in need of specially designed instruction and related services, and the educational needs of the student.

Procedures for Evaluation

1. Responsibility for evaluation
 - a. The school district is responsible for conducting a full and individual initial evaluation necessary to determine if the student is eligible for ESE services and to determine the educational needs of the student.
 - b. Evaluations are conducted by qualified examiners (e.g., physicians, school psychologists, psychologists, speech language pathologists, teachers, audiologists, and social workers) as evidenced by a valid license or certificate to practice in Florida. In circumstances where the student's medical care is provided by a physician licensed in another state, at the discretion of the school district administrator for exceptional student education, a report of a physician licensed in another state may be accepted for the purpose of evaluation and consideration of eligibility as a student with a disability.
 - c. Tests of intellectual functioning are administered and interpreted by a professional person qualified in accordance with Rule 6A-4.0311, F.A.C., or licensed under Chapter 490, F.S.

d. Unless statutory restrictions apply, the responsibility for determining who is qualified to administer and interpret a particular assessment instrument lies with the local school district. In determining qualified evaluators, districts may consider the following:

- State Board of Education rules and the requirements of the Individuals with Disabilities Education Act (IDEA)
- Testing standards (e.g., *Standards for Educational and Psychological Testing*)
- User qualifications recommended by the publisher in the test manual
- Level of training, supervision, experience, and certification of the individual administering or interpreting the instrument

2. Evaluation timelines

a. As of July 1, 2015, the school district shall ensure that initial evaluations of students and preschool-age children age three through kindergarten-entry age suspected of having a disability are completed within 60 calendar days after the school district's receipt of parent consent for evaluation. Rule 6A-6.0331(3)(g), F.A.C., states that the following calendar days shall not be counted toward the 60 calendar day requirement:

- i. All school holidays and Thanksgiving, winter and spring breaks as adopted by the district school board as required by Rule 6A-10.019, F.A.C.;
- ii. The summer vacation period beginning the day after the last day of school for students and ending on the first day of school for students in accordance with the calendar adopted by the district school board as required by Rule 6A-10.019, F.A.C. However, the school district is not prohibited from conducting evaluations during the summer vacation period; and
- iii. In the circumstance when a student is absent for more than eight school days in the 60 calendar day period, the student's absences shall not be counted toward the 60 calendar day requirement.

b. For a signed consent for evaluation received by a school district on or before June 30, 2015, the school district shall ensure that initial evaluations of students suspected of having a disability are completed within 60 school days (cumulative) as defined in rule 6A-6.03411(1)(h), F.A.C., of which the student is in attendance, after the school district's receipt of the parental consent for evaluation. For prekindergarten children, initial evaluations must be completed within 60 school days after the school district's receipt of parental consent for evaluation.

- The determination of whether a student is "in attendance" must be made consistent with the school board's policies implementing Rule 6A-1.044, F.A.C., which requires the reporting of students' attendance.

c. The 60-day timeline for evaluation does not apply if:

- The parent repeatedly fails or refuses to produce the student for the evaluation
- A student's school district of enrollment changes after the timeline has begun and prior to a determination by the student's previous school district as to whether the student has a disability

This exception only applies when the current school district is making sufficient progress to ensure a prompt completion of the evaluation and the parent agrees to a specific time when the evaluation will be completed.

Assessments of students who transfer within the same school year must be coordinated between schools to ensure prompt completion of evaluations.

d. The school district will ensure that students suspected of being gifted are evaluated within a reasonable time as defined in the district's ESE Policies and Procedures document as required by Rule 6A-6.03411(2), F.A.C., but no more than 90 school days that the student is in attendance after the school district's receipt of parental consent for the evaluation.

Describe the district's timeframe to ensure completion of gifted evaluations.

The school district ensures that initial evaluation of students suspected of being gifted will be completed within 60 school days of which the student is in attendance, after the district's receipt of the parental consent for evaluation. A "reasonable period of time" is defined by the school district to be 60 school days in which the student is in attendance. In most cases evaluation is completed well before the 60 school days of attendance.

3. Parent consent

- a. The school district will provide the parent written notice to the parent that describes any evaluation procedures the school district proposes to conduct. The school district will obtain written informed consent from the parent of a student to determine whether the student is a student with a disability or is gifted and needs ESE.

Parental consent is not required before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students.

Parental consent for evaluation is not construed as consent for initial provision of exceptional student education services.

- b. The school district must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the student is a student with a disability or gifted. In the event that the parent fails to respond to the district's request to obtain informed written consent, the district must maintain documentation of attempts made to obtain consent.
- c. Based on 34 CFR §300.300(a) (2), the school district is not required to obtain informed consent from the parent for an initial evaluation if the child is a ward of the State and is not residing with the parent if:
 - The school district cannot discover the whereabouts of the parent,
 - The rights of the parent have been terminated, or
 - The rights of the parent to make educational decisions have been subrogated by a judge and consent for initial evaluation has been given by an individual appointed by the judge to represent the student.

Based upon the definition of parent in Rule 6A-6.03411(1)(bb), F.A.C., "Parent means" **any** of the following:

- i. A biological or adoptive parent of a student
 - ii. A foster parent
 - iii. A guardian generally authorized to act as the student's parent, or authorized to make educational decisions for the student (but not the State if the student is a ward of the State)
 - iv. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the student lives, or an individual who is legally responsible for the student's welfare
 - v. A surrogate parent who has been appointed in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C.
- d. If the parent refuses consent for an evaluation to determine eligibility as a student with a disability, the school district may continue to pursue consent for the evaluation by using the mediation or due process procedures. A district is not required to pursue an initial evaluation when the parent refuses consent and does not violate its child find or evaluation obligations if it declines to do so.
 - e. The school district may not use a parent's refusal to consent to initial evaluation to deny the parent or student any other service of the school district, except as provided by Rule 6A-6.0331, F.A.C.

4. Evaluation procedures

- a. As part of an initial evaluation, a team of qualified professionals and the parent, as appropriate, must take the following actions:
 - i. Review existing evaluation data on the student, including:
 - Evaluations and information provided by the student's parents,

- Current classroom-based, local, or State assessments and classroom-based observations, and
 - Observations by teachers and related services providers.
 - ii. Identify, on the basis of that review and input from the student's parents, what additional data, if any, are needed to determine the following:
 - Whether the student is a student with a disability
 - The educational needs of the student
 - iii. The group conducting this review may do so without a meeting.
 - iv. The school district shall administer tests and other evaluation measures as may be needed to produce the data that is to be reviewed under this section.
 - v. If the determination under this section is that no additional data are needed to determine whether the student continues to be a student with a disability and to determine the student's educational needs, the school district shall notify the student's parents of:
 - That determination and the reasons for the determination; and
 - The right of the parents to request an assessment to determine whether the student continues to be a student with a disability and to determine the student's educational needs. The school district is not required to conduct the assessment unless requested to do so by the student's parents.
 - vi. In conducting an evaluation, the school district:
 - Uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student within a data-based problem-solving process, including information about the student's response to evidence-based interventions as applicable, and information provided by the parent. This evaluation data may assist in determining whether the student is eligible for ESE and the content of the student's IEP or EP. The evaluation should include information that enables a student with a disability to be involved and progress in the general curriculum (or for a preschool child, to participate in appropriate activities) or identifies the needs beyond the general curriculum of a student who is gifted.
 - Does not use any single measure or assessment as the sole criterion for determining eligibility or educational programming.
 - Uses technically sound instruments that assess the relative contribution of cognitive and behavioral factors, in addition to physical and developmental factors.
- b. The school district ensures that assessments and other evaluation materials and procedures used to assess a student:
 - Are selected and administered so as not to discriminate on a racial or cultural basis
 - Are provided and administered in the student's native language, or other mode of communication, and in the form that most accurately measures what the student knows and can do
 - Are used for purposes for which the measures are reliable and valid
 - Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments
- c. Assessments are selected and administered to best ensure that, if administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level, or whatever other factors the test purports to measure, rather than reflecting the student's sensory, manual, or speaking skills, unless those are the factors being measured.
- d. Assessments and other evaluation materials and procedures include measures that assess specific areas of educational need rather than those merely designed to provide a single general intelligence quotient. The school district uses assessment tools and strategies that provide relevant information that directly assists in determining the educational needs of the student.

- e. The student is assessed in all areas of the suspected disability, including, if appropriate, health; vision, hearing, social emotional status, general intelligence, academic performance, communicative status, and motor abilities. The evaluation is sufficiently comprehensive to identify all of the student's ESE needs, whether or not commonly linked to the suspected disability.

A [Web-based Evaluation Resource](http://sss.usf.edu/resources/topic/ese/ESE_Eval/General/General.html) developed to assist districts in selection of instruments for conducting diagnostic assessments, eligibility evaluations and for screening and progress monitoring is available at http://sss.usf.edu/resources/topic/ese/ESE_Eval/General/General.html.

5. If the parent obtains an independent educational evaluation at their own expense, the results shall be considered by the school district when making decisions regarding the student, if the evaluation meets school district criteria.
6. Following completion of the student's evaluation, the school district shall not unreasonably delay the determination of a student's eligibility for ESE services.

Describe the district's procedures for ensuring that a student's eligibility for ESE services is determined within a reasonable time following completion of the student's evaluation.

The school district ensures that evaluations are completed within the 60-day timeline. There is continuous communication between the School Psychologist and the Program Specialist (who facilitate the eligibility determination meeting). Once the evaluation is completed, the evaluator forwards the completed Response to Intervention/Multi-tiered System of Supports packet to the Program Specialist so that eligibility determination will occur within a reasonable timeframe.

Procedures for Reevaluation

1. Reevaluation is required in the following circumstances.
 - a. Reevaluations must occur at least every three years, unless the parent and the school district agree that reevaluation is not needed. Reevaluation for Deaf/Hard-of-Hearing, Dual Sensory Impaired and Visually Impaired are not able to have reevaluation procedures waived.
 - b. Reevaluation is required whenever the educational or related services needs of the student warrant a reevaluation or if the student's parent or teacher requests it.
 - c. Reevaluation is required prior to the determination that the student is no longer a student with a disability in need of specially designed instruction and related services.
 - d. Reevaluation of the student may **not** occur more than once a year, unless the parent and the school district agree otherwise.
 - e. Reevaluation is not required for a student before termination of eligibility due to graduation with a standard diploma or exiting upon reaching the student's 22nd birthday. However, the school district will provide the student with a summary of the student's academic achievement and functional performance, including recommendations to assist the student in meeting the student's postsecondary goals.
 - f. Based on 34 CFR §§300.130 and 300.131, the district is responsible for reevaluation of students with disabilities attending:
 - Nonprofit private schools located within the district
 - For-profit private schools and are residents in the district
 - Home education

2. Reevaluation procedures

As part of any reevaluation, the IEP team and other qualified professionals, as appropriate, must take the following actions:

- a. Review existing evaluation data on the student, including evaluations and information provided by the parents of the student and the student; current classroom-based district or state assessments and classroom-based observations by teachers and related services providers.
- b. Identify, on the basis of the review and parent input, what additional data, if any, are needed to determine the following:
 - Whether the student continues to have a disability;

- The educational needs of the student;
- The present levels of academic achievement and related developmental needs of the student;
- Whether the student continues to need special education and related services; and
- Whether any additions or modifications to the special education and related services are necessary to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general curriculum.

c. The IEP team may conduct the review of existing evaluation data without a meeting.

d. If the IEP team determines that no additional evaluation data are needed to determine whether the student continues to be a student with a disability, and to determine the student's educational needs, the reevaluation is complete and the school district shall notify the student's parent(s) of the following:

- The determination and the reasons for that determination and
- The right of the parents to request an assessment to determine whether the student continues to be a student with a disability and determine the student's educational needs.

The school district is not required to conduct the assessment unless requested to do so by the student's parents.

e. Reevaluation is not required for a student before termination of eligibility due to graduation with a standard diploma or exiting upon reaching the student's 22nd birthday. However, the school district will provide the student with a summary of the student's academic achievement and functional performance, including recommendations to assist the student in meeting the student's postsecondary goals.

f. The following rules require the administration of specific assessments as a part of a student's reevaluation:

- Rule 6A-6.03013, F.A.C., Students Who Are Deaf or Hard-of Hearing
- Rule 6A-6.03014, F.A.C., Students Who Are Visually Impaired
- Rule 6A-6.03022, F.A.C., Students Who Are Dual-Sensory Impaired

For students determined eligible under these rules, the administration of formal assessments at reevaluation must be completed in accordance with the requirements of these rules.

3. Parental consent when additional data are needed

- a. The school district must obtain informed parental consent prior to conducting any reevaluation of a student with a disability.
- b. Informed parental consent for reevaluation need not be obtained if the district can demonstrate that it made reasonable efforts to obtain such consent and the student's parent failed to respond.

4. Reevaluation timelines

- a. The district must complete a reevaluation every three years unless the parent and the school district agree that a reevaluation is unnecessary.
- b. If the IEP team identifies the need for additional data, the additional data collection must be completed within a reasonable time and prior to reevaluation due date if a triennial evaluation.
- c. If an IEP team makes a recommendation for a student with a disability to receive an assistive technology assessment, that assessment must be completed within 60 school days after the team's recommendation.

Describe the district's procedures for ensuring that a reevaluation is conducted at least every three (3) years.

At least monthly, each Program Specialist and School Psychologist receives an "IEP/Re-evaluation Compliance List" report from our Access Data Base (our ESE data base, designed as a cross-check to our MIS/student data base) of all current ESE students. This report lists the last IEP and re-evaluation date of each student. This information is shared with each ESE teacher. The ESE teacher schedules the re-evaluation review meetings in conjunction with the IEP meetings.

Describe the district's procedures for ensuring that assessments and other data collection procedures are completed within a reasonable time following the review when the IEP team determines that additional data are needed.

In order to ensure that assessments and other data collection procedures are completed within a reasonable time following the reevaluation review, all evaluation specialists and persons responsible for collecting data are required to attend the reevaluation review. Each evaluation specialist (and persons responsible for collecting data) receives a copy of the signed consent for reevaluation. Evaluations will be completed by the designated persons and passed on to the School Psychologist (who will serve as Case Manager for the reevaluation process). The Psychologist will compile the reports and pertinent documents and pass the compilation of information to the Program Specialist who will promptly schedule a Reevaluation Review meeting.

Note: When a parent requests a reevaluation, the school's IEP team may request a meeting with the parent for the purpose of reviewing existing data and to determine what additional data may be needed. The school may then, at that meeting, obtain parental consent for reevaluation, if appropriate. If the parent refuses to meet in a timely manner, the school must send the parent one of the following:

- A Prior Written Notice of Consent for Reevaluation form indicating what assessments will be administered based on the IEP team's review of data, or
- A Prior Written Notice of Refusal.

Describe the district's procedures in place when a parent requests a reevaluation.

When a parent requests a reevaluation, the school's IEP team convenes a meeting with the parent in order to review existing data and to determine what additional data may be needed. Each evaluation specialist (and persons responsible for collecting data) receive a copy of the signed consent for reevaluation. Evaluations will be completed by the designated persons and passed on to the School Psychologist (who will serve as Case Manager for the reevaluation process). The Psychologist will compile the reports and pertinent documents and pass the compilation of information to the Program Specialist who will promptly schedule a Reevaluation Review meeting.

Describe the district's procedures for ensuring that an assistive technology assessment is completed within 60 school days after an IEP team makes the recommendation.

Once a referral for an Assistive Technology (AT) evaluation is made, it is sent to the Assistive Technology team. The Assistive Technology Specialist and the Program Specialist will be responsible for managing the time-line to ensure that the evaluation for assistive technology will be completed within 60 school days after the IEP team's re-evaluation meeting in which the AT assessment was recommended.

5. Determination of continued need for special education and related services

- a. A meeting of the individual educational plan team is convened to review all available information about the student, including reports from the additional evaluations, and to determine whether the student continues to be a student with a disability in need of special education and related services. If the student continues to be an eligible student, the student's individual educational plan is reviewed and revised, as appropriate, to incorporate the results of the reevaluation.
- b. If the reevaluation indicates that the student is no longer a student with a disability or that special education and related services are no longer needed, the parent must be provided prior written notice that these services will be discontinued.
- c. If the reevaluation indicates that the student's disability has changed (i.e., adding, deleting, or changing a disability category), the applicable eligibility staffing procedures are followed.

Section I: Independent Educational Evaluations

Statutory and Regulatory Citations

Definition

An independent educational evaluation (IEE) is an evaluation conducted by a qualified evaluation specialist who is not employed by the school district responsible for the education of the student in question.

General

1. The parents of a student with a disability have the right to an IEE at public expense if the parent disagrees with an evaluation obtained by the school district.
2. The parent of a student with a disability is to be provided, upon request for an IEE, information about where an IEE may be obtained and the school district criteria applicable to IEEs.
3. Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.
4. Whenever an IEE is conducted, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the evaluation specialist, shall be the same as the criteria used by the school district when it initiates an evaluation, to the extent that those criteria are consistent with the parent's right to an IEE.
5. The school district may not impose conditions or timelines for obtaining an IEE at public expense other than those criteria described in rule 6A-6.03311, F.A.C.
6. If a parent requests an IEE at public expense, the school district must, without unnecessary delay, **either** :
 - o Ensure that an IEE is provided at public expense.
 - o Initiate a due process hearing under Rule 6A-6.03311, F.A.C. to show that its evaluation is appropriate or that the evaluation obtained by the parent did not meet the school district's criteria. If the school district initiates a hearing and the final decision from the hearing is that the school district's evaluation is appropriate, then the parent still has a right to an IEE but not at public expense.
7. If a parent requests an IEE, the school district may ask for the parent to give a reason why he or she objects to the district's evaluation. However, the explanation by the parent may not be required, and the school district may not unreasonably delay either providing the IEE at public expense or initiating a due process hearing to defend the district's evaluation.
8. A parent is entitled to only one IEE at public expense each time the school district conducts an evaluation with which the parent disagrees.
9. If the parent obtains an IEE at public expense or shares with the school district an evaluation obtained at private expense:
 - o The school district shall consider the results of such evaluation in any decision regarding the provision of FAPE to the student, if it meets appropriate school district criteria described in Rule 6A- 6.03311, F.A.C.
 - o The results of such evaluation may be presented by any party as evidence at any due process hearing regarding that student.
10. If an administrative law judge requests an IEE as part of a due process hearing, the cost of the evaluation must be at public expense.

Describe the district's policies and procedures for responding to a parent's request for an IEE at public expense.

The district's policies and procedures for responding to a parent's request for an IEE at public expense are as follows: -The district meets with the parent and school personnel to review the current evaluation and discuss the concerns of the parent. -The district makes a decision as to whether or not to approve the request of an Independent Educational Evaluation. -If the district approves the request for an IEE, a letter is sent to the parent approving such request along with a list of qualified evaluators with addresses and phone numbers from which the parent should choose an evaluator to conduct the assessment. The district provides the parent with information on criteria that an independent evaluator needs to meet in order to be considered. However, if the parent requests an evaluator that is not on the list, the district would consider the request and if approved a contract will be developed with the evaluator. -Should the district deny the parent request for an IEE, a Notice of refusal will be sent to the parent explaining why the request was denied. If it is decided that the district will not fund the requested IEE, the ESE Director/designee will take immediate action to initiate a due process hearing to show that the district's evaluation is appropriate or that an evaluation already obtained by the parent did not meet school district criteria. *A parent is entitled to only one IEE at public expense each time the school district conducts an evaluation with which the parent disagrees.

Describe the district's policies and procedures for consideration of the results of an IEE obtained at private expense.

When parents obtain an independent evaluation at private expense and share the results of that evaluation with the district, the district must consider that evaluation in any decision made with respect to identification, educational placement, and/or the provision of FAPE (free appropriate public education) provided that the private evaluation meets district criteria for evaluations, including criteria regarding qualified evaluators.

Part II. Policies and Procedures for Students with Disabilities

Section A: Instructional Program

Statutory and Regulatory Citation

Rule 6A-6.03411, F.A.C.

The following applies to the instructional program for students with disabilities in general. In addition to the philosophical, curricular, and instructional support issues included here, there are disability-specific expectations or requirements for certain categories of disability. That information is provided in the relevant *Exceptional Student Education Eligibility* sections of this document.

Philosophy

1. Each student with a disability is entitled to receive FAPE in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible.
2. Special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living. Related services are defined in Rule 6A-6.03411(1)(dd), F.A.C.
3. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction.
4. Specially designed instruction may employ universal design for learning, assistive technology, accommodations, or modifications.

Curriculum

1. To maximize accessibility to the curriculum, students will access the state standards through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principals.
2. For most students with disabilities, these supports provide progress toward a standard high school diploma.

Instructional Support

1. Students receive instructional support through specially designed instruction and related services as determined through the IEP process.
2. Teachers are trained in designing and implementing individualized programs to address the learning needs of each student.
3. Teachers are provided with administrative support to assure reasonable class size and workload, adequate funds for materials, and professional development.
4. Teachers instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning strategies, compensatory skills, independent functioning, social emotional behavior, use of assistive technology, and communication.
5. A range of service delivery options is available to meet the student's needs: consultation, itinerant instruction, resource room, special class, separate school, residential placement, homebound or hospitalized, and community-based or home-based services.
6. School districts may provide professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Department of Education and other agencies of state and local government, including, but not limited to, the Division of Blind Services, the Division of Vocational Rehabilitation, Department of Children and Families, and the Department of Health, Children's Medical Services, as appropriate.

Section B.1: Exceptional Student Education Eligibility for Students with Autism Spectrum Disorder

Statutory and Regulatory Citations

34 CFR §300.8

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03023, 6A-6.0331 and 6A-6.03411, F.A.C.

Definition

Autism spectrum disorder (ASD) is a condition that reflects a wide range of symptoms and levels of impairment, which vary in severity from one individual to another. Autism spectrum disorder is characterized by an atypical developmental profile with a pattern of qualitative impairments in social interaction and social communication, and the presence of restricted or repetitive, patterns of behavior, interests, or activities, which occur across settings.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with ASD if evidence of **all** of the following criteria are met:

1. Impairment in social interaction as evidenced by delayed, absent, or atypical ability to relate to individuals or the environment;
2. Impairment in verbal or nonverbal language skills used for social communication
3. Restricted or repetitive patterns of behavior, interests, or activities;
4. The core features identified in 1, 2, and 3 occur across settings.
5. The student demonstrates a need for special education as defined in rule 6A-6.03411(1)(kk), F.A.C.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331(5), F.A.C., the district shall conduct a full and individual evaluation that addresses the core features of ASD to include deficits in social interaction, social communication, and restricted or repetitive patterns of behavior, interests, or activities. An evaluation for determining eligibility shall include the following components:

1. Behavioral observations conducted by members of the evaluation team targeting social interaction, social communication skills, and restricted or repetitive patterns of behavior, interests, or activities across settings;
2. A social developmental history based on an interview with the parents(s) or guardian(s);

3. A psychological evaluation that includes assessment of academic, intellectual, social-emotional, and behavioral functioning and must include at least one standardized instrument specific to ASD;
4. A language evaluation that includes assessment of the pragmatic (both verbal and nonverbal) and social interaction components of social communication (an observation of the student's social communication skills must be conducted by a speech language pathologist);
5. A standardized assessment of adaptive behavior; and
6. If behavioral concerns are present, a functional behavioral assessment is conducted to inform behavioral interventions on the student's individual educational plan.

Unique Philosophical, Curricular, or Instructional Considerations

1. While students with ASD share instructional needs with other students, there are characteristics that are specific to ASD, including the development and use of language and communication skills, the development of appropriate social skills, and the development of appropriate behavioral skills. The need to tailor instruction to the individual learning styles and needs of each student requires that teachers of students with ASD be knowledgeable in a variety of educational strategies.
2. Inherent in a program for students with ASD is the recognition that ASD is a developmental disability that adversely impacts the student's communication, social, and behavioral skills. It is important to take into consideration the student's strengths and needs in all three areas when tailoring educational services for the student.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with autism spectrum disorders.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.2: Exceptional Student Education Eligibility for Students who are Deaf or Hard-of-Hearing

Statutory and Regulatory Citations

34 CFR §§300.8, 300.34, and 300.113

Sections 1003.01(3), 1003.55, and 1003.57, F.S.

Rules 6A-6.03013 and 6A-2.0010, 6A-6.03028 and 6A-6.0331, F.A.C.

Definition

A student who is deaf or hard-of-hearing has a hearing loss, aided or unaided, that impacts the processing of linguistic information and which adversely affects performance in the educational environment. The degree of loss may range from mild to profound.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student who is deaf or hard-of-hearing if the following criteria are met:

1. Medical: An audiological evaluation documents a permanent or fluctuating hearing threshold level that interferes with progress in any one of the following areas: developmental skills or academic performance, social-emotional development, or linguistic and communicative skills as evidenced by:
 - a. 25 decibel (dB) + or - 5 dB or greater based on pure tone average or average of 500, 1000, and 2000 Hz unaided in the better ear; or
 - b. A high frequency hearing threshold level of 25 dB + or - 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear; or

- c. A unilateral hearing threshold level of 50 dB + or - 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided; or
 - d. Auditory Evoked Potential responses evidencing permanent hearing loss at multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified above, and
2. The student demonstrates a need for special education.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include **all** of the following:

1. Audiological evaluation
2. Evaluation of developmental skills or academic achievement, including information on the student's academic strengths and weaknesses
3. Evaluation of social development
4. Evaluation of receptive and expressive communication
5. A comprehensive nonverbal assessment of intellectual functioning or developmental scales, if more appropriate, for children under age seven

Selection of assessment instruments shall take into consideration the student's functioning level, degree of hearing loss, and method of communication.

Student Reevaluation

A reevaluation will occur at least every three years and will include at a minimum an audiological evaluation and, if appropriate, any other formal evaluations addressed in the initial evaluation in accordance with the Student Evaluation section above.

Qualified Evaluators

All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C. The following are qualified evaluators for specialized evaluations:

1. An audiologist for an audiological evaluation
2. A teacher of the deaf or hard-of-hearing
3. A speech and language pathologist
4. A school psychologist

Unique Philosophical, Curricular, or Instructional Considerations

1. All students who are identified as deaf or hard-of-hearing will be screened for Usher syndrome at least one time between grades 6 and 12. Qualified evaluators include: teachers of the deaf or hard-of-hearing, speech language pathologists, audiologists, teachers of the blind or visually impaired, and school health personnel who have been trained in Usher's screening procedures.
2. Students shall have access to instruction using the method of communication most readily understood by the student. Each student who is deaf or hard-of-hearing shall have the opportunity to develop expressive and receptive language skills using any or all of the following:
 - a. Residual hearing
 - b. Speech reading
 - c. Manual communication systems

d. Speech

e. Appropriate amplification

3. Rule 6A-6.03028(3)(g), F.A.C., requires the use of the Communication Plan form adopted by the State Board of Education during the development of the IEP for students who are deaf, hard of hearing or dual sensory impaired. Use of this plan will ensure that IEP teams are considering the instructional needs of these students in a more comprehensive manner. The school district shall consider the communication and language needs of students who are deaf or hard-of-hearing, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, and opportunities for direct instruction in the student's language and communication mode.
4. Routine checking of hearing aids worn in school by students with hearing loss and the external components of surgically implanted medical devices (i.e., cochlear implants) is required to ensure that these devices are functioning properly.
5. Assistive technology and related services do not include a medical device that is surgically implanted, or the replacement of such device. Although cochlear implants are not considered assistive technology, children with cochlear implants maintain the right to receive related services that are determined by the IEP team to be necessary for the student. School districts are responsible for providing appropriate services for the students. However, appropriate services do not include maintaining, optimizing (i.e., mapping), or replacing cochlear implants.
6. Interpreting services includes the following, when used with respect to children who are deaf or hard-of-hearing: oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print; and TypeWell; and special interpreting services for children who are deaf-blind.
7. Each learning environment shall have appropriate acoustic treatment, lighting, and auditory amplification equipment to meet the individual needs of each student. Auditory equipment shall be made available through the school district (e.g., Personal or Soundfield FM systems, infrared systems, induction loop systems, and other assistive listening devices). Auditory equipment will be calibrated annually, maintained, and considered for replacement on a five (5)-year cycle. Visual alarm devices shall be provided in all areas where students who are deaf or hard-of-hearing may be separated from persons with normal hearing—group bathrooms, corridors, specific areas designated for the deaf, etc., in accordance with Rule 6A-2.0010, F.A.C.
8. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are deaf or hard-of-hearing.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.3: Exceptional Student Education Eligibility for Prekindergarten Children who are Developmentally Delayed

Statutory and Regulatory Citations

34 CFR §§300.8 and 303.21

Sections 1003.01, 1003.21, and 1003.57, F.S.

Rules 6A-6.03026, 6A-6.03027 6A-6.03028, 6A-6.03029, 6A-6.03031, 6A-6.0331 and 6A-6.03411, F.A.C.

Definitions

1. For an infant or toddler from birth through two years of age, developmental delay is defined as delay in one or more of the following developmental domains: adaptive development; cognitive development; communication development; social or emotional development; or physical development.

2. For a child three through five years of age, developmental delay is defined as a delay in one or more of the following areas: adaptive or self-help development; cognitive development; communication development; social or emotional development; or physical development, including fine, gross, or perceptual motor.

Eligibility Criteria

1. For a child three through five years of age

A child is eligible for specially designed instruction and related services as a student with developmental delay when the following criteria are met:

- a. The child is three through five years of age.
- b. There is documentation of **one** of the following:
 - A score of two standard deviations (SD) below the mean or a 25 percent delay on measures yielding scores in months in at least one area of development
 - A score of 1.5 SD below the mean or a 20 percent delay on measures yielding scores in months in at least two areas of development
 - Based on informed clinical opinion, the eligibility staffing committee makes a recommendation that a developmental delay exists and exceptional student education services are needed
- c. The eligibility staffing committee or multidisciplinary team, which includes the invited parent(s), makes a determination concerning the effects of the environment, cultural differences, or economic disadvantage.

2. For a child birth through two years of age (below 36 months)

An infant or toddler is eligible for exceptional student education when a team of qualified professionals and the parent or guardian, in accordance with Rule 6A-6.0331(6), F.A.C., determine that **all** the following criteria are met:

- a. The child is below the age of 36 months;
- b. There is documentation of **one** of the following:
 - i. A score of 1.5 standard deviations below the mean in two or more developmental domains as measured by at least one appropriate diagnostic instrument and procedures, and informed clinical opinion; or
 - ii. A score of 2.0 standard deviations below the mean in one developmental domain as measured by at least one appropriate diagnostic instrument and procedures, and informed clinical opinion; or
 - iii. Based on informed clinical opinion a determination has been made that a developmental delay exists.
- c. The requirements of Rule 6A-6.0331(2), F.A.C., have been met;
- d. There is written evidence that the Department of Health, Children's Medical Services, Part C Local Early Steps has determined that the infant or toddler has a developmental delay as defined in section (2)(b) of this rule; and,
- e. The infant or toddler needs early intervention services as defined in Rule 6A-6.03411(1)(i), F.A.C.

Child Evaluation

In addition to the provisions in Rule 6A-6.0331(2), F.A.C., regarding procedures prior to initial evaluation for prekindergarten children, the evaluation for determination of eligibility shall include the following:

Procedures for evaluation for children three through five years:

1. The school district must seek consent from the parent or guardian to conduct an evaluation within 30 days, unless the parent and the school district agree otherwise in writing, whenever:
 - a. Florida Diagnostic and Learning Resource Center or the district's developmental screening results indicate that the child, three years to kindergarten- entry age, is a child with a disability and needs special education and related services.

b. A parent requests an evaluation and there documentation or evidence that the child may be a student with a disability in need of special education.

2. Developmental delay is documented by a multidisciplinary team using multiple measures of assessment, which include the following:

- o Standardized instruments, judgement-based assessments, criterion-referenced instruments, systematic observation, functional skills assessments, or other procedures selected in consultation with the parent(s); or
- o Informed clinical opinion using qualitative and quantitative information to determine the need for early intervention services; and
- o Parent report, which can confirm or modify information obtained and describe behavior in environments that the district may not be able to access.

3. When a developmental delay cannot be verified by the use of standardized instruments, the delay(s) may be established through observation of atypical functioning in any one or more of the developmental areas. A report shall be written documenting the evaluation procedures used, the results obtained, the reasons for overriding those results from standardized instruments, and the basis for recommending eligibility.

Continued Eligibility for ESE Services

1. For a child three through five years of age, continued eligibility as a student with a disability under another category will be determined before the child is six years old.
2. For a child birth through two years of age (below 36 months), continued eligibility as a child with a disability will be determined before the child's third birthday.

Unique Philosophical, Curricular, or Instructional Considerations

1. For a child three through five years of age
 - a. As appropriate, the individualized family support plan (IFSP) or individual educational plan (IEP) shall be developed through interagency collaboration with the family and other providers of services to the child and family and in accordance with Rules 6A-6.03026, 6A-6.03028, and 6A-6.03029, F.A.C.
 - b. Because of the rapid development of young children, on-going observations and assessments shall be conducted as needed to plan for IFSP or IEP modifications.
2. For a child birth through two years of age (below 36 months)
 - a. The IFSP shall be developed in collaboration with the family and other providers of service to the child and family and in accordance with Rules 6A-6.03026, 6A-6.03029, and 6A-6.0331, F.A.C.
 - b. Because of the rapid development of young children and the changing needs of families, ongoing observations or assessments shall be conducted at least every six months for the purpose of completing the periodic review of the IFSP.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for prekindergarten children with developmental delays.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.4: Exceptional Student Education Eligibility for Students who are Dual-Sensory Impaired

Statutory and Regulatory Citations

34 CFR §§300.8, 300.34, 300.113, and 300.172 and 300.324

Chapters 458 and 463, F.S.

Sections 1003.55, 1003.57, and 1003.575, F.S.

Definition

Dual-sensory impairment is defined to mean concomitant hearing and visual impairments, or etiology or diagnosed medical condition that indicates a potential dual sensory loss, the combination of which impacts communication, independence, and other developmental and educational needs.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a dual-sensory impairment if the following criteria are met:

1. One or more of the following visual impairments:

- a. A visual acuity of 20/70 or less in the better eye after best correction;
- b. A peripheral field so constricted that it affects the student's ability to function in an educational setting;
- c. A progressive loss of vision that may affect the student's ability to function in an educational setting, not including students who have learning problems that are primarily the result of visual perceptual and/or visual motor difficulties;
- d. For children birth to five years of age or students who are otherwise unable to be assessed, bilateral lack of central, steady, or maintained fixation of vision with an estimated visual acuity of 20/70 or less after best possible correction; bilateral central scotoma involving the perimacula area (20/80-20/200); bilateral grade III, IV, or V retinopathy of prematurity (ROP); or documented eye impairment as stated in rule 6A-6.03014(3)(a), F.A.C.; **or**
- e. Functional blindness;

and

2. One or more of the following hearing impairments:

- a. 25 decibel (dB) + or - 5 dB or greater based on pure tone average or average of 500, 1000, and 2000 Hz unaided in the better ear;
- b. A high frequency hearing threshold level of 25 dB + or - 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear;
- c. A unilateral hearing threshold level of 50 dB + or - 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided;
- d. Auditory evoked potential responses evidencing permanent hearing loss at multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified above; **or**
- e. Functional hearing loss;

and

3. The student demonstrates a need for special education.

OR

4. The student has a medical report from a physician licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., confirming the existence of such a medical condition having the potential for dual sensory loss to include the diagnosis, its prognosis, and the potential for dual sensory loss; and

5. The student demonstrates a need for special education.

Student Evaluation

In addition, to the procedures defined in rule 6A-6.0331(5), F.A.C., the minimum student evaluations include:

1. A medical eye exam by an ophthalmologist or optometrist licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., describing etiology, diagnosis, treatment regimen, prognosis, near and distance vision, corrected and uncorrected acuity measures for left eye, right eye, and both eyes, measure of field of vision, and recommendations for lighting levels, physical activity, aids, or use of glasses, as appropriate;
2. An audiological evaluation;
3. A functional vision evaluation;
4. A functional hearing assessment;
5. An assessment of social development;
6. An evaluation of receptive and expressive communication by a speech and language pathologist;
7. A learning media assessment;
8. If appropriate, an orientation and mobility assessment and sign language assessment; and
9. If available, a medical report from a physician licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of a medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., describing the etiology or diagnosis of the student's medical condition that does, or has the potential to, result in dual sensory loss.

Student Reevaluation

1. A reevaluation shall occur at least every three years and shall include, at a minimum, the following:
 - a. A functional vision evaluation;
 - b. A functional hearing assessment;
 - c. An assessment of social development;
 - d. An evaluation of receptive and expressive communication by a speech and language pathologist;
 - e. A learning media assessment;
 - f. If appropriate, an orientation and mobility assessment and a sign language assessment; and
 - g. Any other evaluations specified by an evaluation specialist and an exceptional student teacher after examination of available information in all areas addressed in the initial evaluation or in subsequent reevaluations of the student in accordance with Rule 6A-6.0331, F.A.C.

Qualified Evaluators

All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C.

The following are qualified evaluators for specialized evaluations:

1. An optometrist or ophthalmologist for a medical eye exam
2. A teacher of the visually impaired, orientation and mobility specialist, or low vision specialist for a functional vision assessment
3. An audiologist for an audiological evaluation
4. A teacher of the deaf or hard-of-hearing, speech and language pathologist, or audiologist for a functional hearing assessment:

Unique Philosophical, Curricular, or Instructional Considerations

1. All students with visual impairments, including students with dual-sensory impairment, are registered for services from the Florida Instructional Materials Center for the Visually Impaired. Additionally, information regarding all students who are dual-sensory impaired shall be submitted to the state's annual census report for the national child count of students and youth who are both deaf and blind.

2. In accordance with 34 CFR §300.324, students will be provided with instruction in braille unless otherwise determined by the IEP team. This determination is based upon the student's present reading and writing skills, functional vision assessment, and learning media assessment, as well as documentation indicating the need for instruction or use of braille in the future.
3. Orientation and mobility is a related service provided to blind or visually impaired students if determined necessary by the IEP team that enables those students to attain systematic orientation to and safe movement within their environments in school, home, and community. Orientation and mobility instruction encompasses skill and conceptual awareness that includes, but is not limited to: spatial awareness, use of sensory information to maintain orientation, the use of mobility devices (i.e., long cane, distance low vision aids, assistive technology), and other skills and techniques used to travel safely and efficiently across a variety of settings.
4. Rule 6A-6.03028(3)(g), F.A.C., requires the use of the Model Communication Plan adopted by the State Board of Education during the development of the IEP for students who are deaf, hard of hearing or dual sensory impaired. Use of this plan will ensure that IEP teams are considering the instructional needs of these students in a more comprehensive manner. School districts shall consider the communication and language needs of students who are deaf or hard-of-hearing, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode in accordance with 34 CFR §300.324.
5. Students shall have access to instruction using the method of communication most readily understood by the student. Each student who is deaf or hard-of-hearing shall have the opportunity to develop expressive and receptive language skills using any or all of the following:
 - a. Residual hearing
 - b. Speech reading
 - c. Manual communication systems
 - d. Speech
 - e. Appropriate amplification
6. Routine checking of hearing aids worn in school by students with hearing loss and the external components of surgically implanted medical devices (i.e., cochlear implants) is required to ensure that these devices are functioning properly.
7. Assistive technology and related services do not include a medical device that is surgically implanted, or the replacement of such device. Although cochlear implants are not considered assistive technology, children with cochlear implants maintain the right to receive related services that are determined by the IEP team to be necessary for the student. School districts are responsible for providing appropriate services for the students. However, appropriate services do not include maintaining, optimizing (i.e., mapping), or replacing cochlear implants.
8. Interpreting services include the following, when used with respect to children who are deaf or hard-of-hearing: oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services; transcription services, such as CART, C-Print, and TypeWell; and special interpreting services, such as an intervener, for children who are deaf-blind.
9. Each learning environment shall have appropriate acoustic treatment, lighting, and auditory amplification equipment to meet the individual needs of each student. Auditory equipment shall be made available through the school district (e.g., personal or Soundfield FM systems, infrared systems, induction loop systems, and other assistive listening devices). Auditory equipment will be calibrated annually, maintained, and considered for replacement on a five-year cycle. Visual alarm devices shall be provided in all areas where students who are deaf or hard-of-hearing may be separated from persons with normal hearing, such as group bathrooms, corridors, specific areas designated for the deaf, etc., in accordance with Rule 6A-2.0010, F.A.C.
10. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually. Additionally, in accordance with Rule 6A-6.03014, F.A.C., cooperative planning with the Division of Blind Services (DBS) may occur for students eligible for DBS services, with parent participation and agreement.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with dual-sensory impairment.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.5: Exceptional Student Education Eligibility for Students with Emotional or Behavioral Disabilities

Statutory and Regulatory Citations

34 CFR §300.8

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03016 and 6A-6.0331, F.A.C.

Definition

A student with an emotional or behavioral disability (EBD) has persistent (is not sufficiently responsive to implemented evidence-based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity.

Evidence-Based Interventions in General Education

Prior to an evaluation, the district must meet the general education requirements in Rule 6A-6.0331(1), F.A.C., including the responsibility to implement evidence-based interventions for students requiring additional academic and emotional or behavioral support in the general education environment. General education activities and interventions conducted prior to an evaluation in accordance with Rule 6A-6.0331(1) F.A.C., may be used to satisfy the requirements of Rule 6A-6.03016, F.A.C.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with emotional or behavioral disabilities if the following criteria are met:

1. A student with an emotional or behavioral disability demonstrates an inability to maintain adequate performance in the educational environment that cannot be explained by physical, sensory, socio-cultural, developmental, medical, or health (with the exception of mental health) factors; and one or more of the following characteristics:
 - a. Internal factors characterized by:
 - Feelings of sadness, or frequent crying, or restlessness, or loss of interest in friends or school work, or mood swings, or erratic behavior; or
 - The presence of symptoms such as fears, phobias, or excessive worrying and anxiety regarding personal or school problems; or
 - Behaviors that result from thoughts and feelings that are inconsistent with actual events or circumstances, or difficulty maintaining normal thought processes, or excessive levels of withdrawal from persons or events; or
 - b. External factors characterized by:
 - An inability to build or maintain satisfactory interpersonal relationships with peers, teachers, and other adults in the school setting; or
 - Behaviors that are chronic and disruptive such as noncompliance, verbal or physical aggression, or poorly developed social skills that are manifestations of feelings, symptoms, or behaviors as specified in section 1.a) above.
2. The characteristics described above are present for a minimum of six months duration and in two or more settings, including but not limited to, school, educational environment, transition to or from school, or home and community settings. At least one setting must include school.
3. The student demonstrates a need for special education.

4. In extraordinary circumstances, the general education requirements in Rule 6A-6.0331, F.A.C., and the criteria for eligibility relating to duration and setting described in 2. Above may be waived when immediate intervention is required to address an acute onset of an internal characteristic listed above in 1. a) of the Eligibility Criteria section.
5. The characteristics described below are not indicative of a student with an emotional or behavioral disability:
 - a. Normal, temporary (fewer than six months) reactions to life event(s) or crisis, or
 - b. Emotional or behavioral difficulties that improve significantly from the presence of evidence-based implemented interventions, or
 - c. Social maladjustment unless also found to meet the criteria for an emotional or behavioral disability

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include **all** of the following:

1. A functional behavioral assessment (FBA) must be conducted. The FBA must identify the specific behavior(s) of concern, conditions under which the behavior is most and least likely to occur, and function or purpose of the behavior. A review and, if necessary, a revision of an FBA completed as part of general education interventions may meet this requirement if it meets the conditions described in this section. If an FBA was not completed to assist in the development of general education interventions, one must be completed and a well-delivered scientific, research-based behavioral intervention plan of reasonable intensity and duration must be implemented with fidelity prior to determining eligibility.
2. The evaluation must include documentation of the student's response to general education interventions implemented to target the function of the behavior as identified in the FBA.
3. A social developmental history compiled from a structured interview with the parent or guardian that addresses developmental, familial, medical, health, and environmental factors impacting learning and behavior, and which identifies the relationship between social developmental and socio-cultural factors, and the presence or nonpresence of emotional or behavioral responses beyond the school environment.
4. A psychological evaluation conducted in accordance with Rule 6A-6.0331, F.A.C. The psychological evaluation should include assessment procedures necessary to identify the factors contributing to the development of an emotional or behavioral disability, which include behavioral observations and interview data relative to the referral concerns, and assessment of emotional and behavioral functioning, and may also include information on developmental functioning and skills. The psychological evaluation shall include a review of general education interventions that have already been implemented and the criteria used to evaluate their success.
5. A review of educational data that includes information on the student's academic levels of performance, and the relationship between the student's academic performance and the emotional or behavioral disability; additional academic evaluation may be completed if needed.
6. A medical evaluation must be conducted when it is determined by the administrator of the exceptional student program or the designee that the emotional or behavioral responses may be precipitated by a physical problem.

Unique Philosophical, Curricular, or Instructional Considerations

1. When making a distinction between students with internalized or externalized characteristics, the IEP team will consider these presenting manifestations as they determine the needs of the students when recommending: goals and short-term objectives or benchmarks, if appropriate; specially designed instruction and related services; and the location of such services.
2. Services for students with EBD provide an integrated curriculum of academic, affective, and behavioral interventions. These services are designed to support the improvement of academic and social functioning through academic (e.g., differentiated instruction, mastery learning), affective (e.g., individual or group counseling, parent education and support), and behavioral (e.g., behavior support; consultation from mental health, medical, or other professionals) interventions. Student improvement is measured through continuous progress monitoring of responses to intervention. A critical component of effective EBD services is parent involvement and on-going communication about implementation and outcomes of interventions.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with emotional or behavioral disabilities.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.6: Exceptional Student Education Eligibility for Infants or Toddlers Birth through Two Years Old who have Established Conditions

Statutory and Regulatory Citations

34 CFR §§303.21 and 303.300

Sections 1003.01, 1003.21, and 1003.57, F.S.

Rules 6A-6.03030, 6A-6.0331 and 6A-6.03411, F.A.C.

Definition

An infant or toddler with an established condition is defined as a child from birth through two years of age with a diagnosed physical or mental condition known to have a high probability of resulting in developmental delay. Such conditions shall include genetic and metabolic disorders, neurological disorders, a severe attachment disorder, an autism spectrum disorder, a sensory impairment (vision or hearing), or the infant's birth weight was less than 1,200 grams.

Eligibility Criteria

An infant or toddler is eligible for exceptional student education when a team of qualified professionals and the parent or guardian in accordance with Rule 6A-6.0331(6), F.A.C., determine that **all** the following criteria are met:

1. The infant or toddler is below the age of 36 months;
2. The requirements of Rule 6A-6.0331(2), F.A.C., have been met;
3. There is written evidence that the Department of Health, Children's Medical Services, Part C Local Early Steps has determined that the infant or toddler has an established condition as defined in section (1) of Rule 6A-6.03030, F.A.C.; and,
4. The infant or toddler needs early intervention services as defined in Rule 6A-6.03411(1)(i), F.A.C.

Continued Eligibility

Continued eligibility for exceptional student education programs will be determined before the child's third birthday.

Unique Philosophical, Curricular, or Instructional Considerations

The individualized family support plan (IFSP) shall be developed with the Local Early Steps, the family, and other providers of service to the child and family, and shall include services to provide the parent, guardian, or primary caregiver the opportunity to acquire specific skills and knowledge that will enable them to enhance the child's cognitive, physical, social, communication, and adaptive behavior. In the provision of an appropriate educational program for eligible children with disabilities ages birth through two years, home instruction may include direct instruction of the parent, guardian, or primary caregiver.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for children birth through two years old with established conditions.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.7: Exceptional Student Education Eligibility for Students who are Homebound or Hospitalized

Statutory and Regulatory Citations

34 CFR §300.115

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03011, 6A-6.03012, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03020, 6A-6.03022, 6A-6.03023, 6A-6.03027 and 6A-6.03028, F.A.C.

Definitions

1. A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, a chronic illness or a repeated intermittent illness due to a persisting medical problem, which confines the student to home or hospital and restricts activities for an extended period of time.

Eligibility Criteria

A student is eligible for educational instruction through homebound or hospitalized services if the following criteria are met:

1. A physician licensed in Florida in accordance with Chapter 458 or 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., must certify:
 - a. That the student is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days (or the equivalent on a block schedule), or due to a chronic condition for at least 15 school days (or the equivalent on a block schedule), which need not run consecutively; and
 - b. That the student is confined to home or hospital; and
 - c. That the student will be able to participate in and benefit from an instructional program; and
 - d. That the student is under medical care for illness or injury that is acute, catastrophic, or chronic in nature; and
 - e. That the student can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.
2. The student is in kindergarten through twelfth grade and is enrolled in public school, unless the student meets criteria for eligibility under Rules 6A-6.03011, 6A-6.03012, 6A-6.030121, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03022, 6A-6.03023, or 6A-6.03027, F.A.C
3. A child is three (3) through (5) years of age and has been determined eligible as a student with a disability in accordance with s. Section 1003.571, F.S., and Rule 6A-6.03011, 6A-6.03012, 6A-6.030121, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03022, 6A-6.03023, 6A-6.03026, 6A-6.03027, or 6A-6.03411, F.A.C.
4. A parent, guardian, or primary caregiver signs a parental agreement concerning homebound or hospitalized policies and parental cooperation.

Student Evaluation

In addition to the provisions of Rule 6A-6.0331(5), F.A.C., the minimum evaluation for determining eligibility shall include the following:

1. A current medical report from a licensed physician, as defined above, describing the following:
 - a. A disabling condition or diagnosis with any medical implications for instruction;
 - b. A statement that the student is unable to attend school;
 - c. The plan of treatment;
 - d. Recommendations regarding school re-entry and other school-related activities; and

- e. An estimated duration of condition or prognosis.
2. The team determining eligibility may require additional evaluation data. This additional evaluation data must be obtained at no cost to the parent.
3. A physical reexamination and a medical report by a licensed physician or physicians, which may be requested by the administrator of exceptional student education or the administrator's designee on a more frequent basis than annually, may be required if the student is scheduled to attend school part of a day during a recuperative period of readjustment to a full school schedule. This physical examination and medical report shall be obtained at no cost to the parent.

Procedures for Providing an Individual Educational Plan (IEP) or Individualized Family Support Plan (IFSP)

1. The IEP or IFSP shall be developed or revised following determination of eligibility in accordance with this rule.
2. A student may be assigned to both a homebound or hospitalized program and to a school-based program due to an acute, chronic or intermittent condition as certified by a licensed physician.
3. This decision shall be made by the IEP or IFSP team in accordance with the requirements of Rule 6A-6.03028, or 6A-6.03029, F.A.C.

Instructional Services

The following settings and instructional modes, or a combination thereof, are appropriate methods for providing instruction to students determined eligible for these services:

1. Instruction in a home. The parent, guardian or primary caregiver shall provide a quiet, clean, and well-ventilated setting where the teacher and student will work; ensure that a responsible adult is present; and establish a schedule for student study between teacher visits that takes into account the student's medical condition and the requirements of the student's coursework.
2. Instruction in a hospital. The hospital administrator or designee shall provide appropriate space for the teacher and student to work and allow for the establishment of a schedule for student study between teacher visits.
3. Instruction through telecommunications or electronic devices. When the IEP or IFSP team determines that instruction is by telecommunications or electronic devices, an open, uninterrupted telecommunication link shall be provided, at no additional cost to the parent, during the instructional period. The parent shall ensure that the student is prepared to actively participate in learning.
4. Instruction in other specified settings. The IEP or IFSP team may determine that instruction would be best delivered in a mutually agreed upon alternate setting other than the home, or hospital or through telecommunications or electronic devices.
5. Instruction in a school setting on a part-time basis may be appropriate as the student transitions back to the student's regular class schedule, if the IEP or IFSP team determines this meets the student's needs.
6. Services for students in speciality hospitals. In accordance with the requirements of s 1003.57, F.S., eligible students receiving treatment in a children's speciality hospital licensed in accordance with Chapter 395, Part I, F.S., must be provided educational instruction from the school district in which the hospital is located until the school district in which the hospital is located enters into an agreement with the school district in which the student resides. The agreement must ensure the timely provision of seamless educational instruction to students who transition between school districts while receiving treatment in the children's speciality hospital.
7. Notification Agreement. A school district in which a children's speciality hospital is located must enter into an agreement with the hospital that establishes a process by which the hospital must notify the school district of students who may be eligible for educational instruction through homebound or hospitalized services pursuant to s. 1003.57, F.S.

Students Receiving Treatment in a Children's Specialty Hospital

Eligible students receiving treatment in a children's specialty hospital licensed under Chapter 395, Part I, F.S., must be provided educational instruction from the school district in which the hospital is located until the school district in which the hospital is located enters into an agreement with the school district in which the student resides.

By August 15, 2016, district must enter into an agreement with children's specialty hospitals in the district. This agreement establishes a process by which the hospital must notify the school district of students who may be eligible for instruction consistent with the eligibility for homebound and hospitalized services.

The district has entered into an agreement with a children's specialty hospital.

- Yes
- No
- N/A

If yes, identify the children's specialty hospitals licensed under Chapter 395, Part I, F.S., which are located in your district.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are hospitalized or homebound.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.8: Exceptional Student Education Eligibility for Students with Intellectual Disabilities

Statutory and Regulatory Citations

34 CFR §300.8

Chapter 490, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-4.0311, 6A-6.03011 and 6A-6.0331, F.A.C.

Definition

An intellectual disability is defined as significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. Developmental period refers to birth to 18 years of age.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with an intellectual disability if the following criteria are met:

1. The measured level of intellectual functioning is more than two standard deviations below the mean on an individually measured, standardized test of intellectual functioning.
2. The level of adaptive functioning is more than two standard deviations below the mean on the adaptive behavior composite or on two out of three domains on a standardized test of adaptive behavior. The adaptive behavior measure shall include parental or guardian input.
3. The level of academic or pre-academic performance on a standardized test is consistent with the performance expected of a student of comparable intellectual functioning.
4. The social developmental history identifies the developmental, familial, medical, health, and environmental factors impacting student functioning and documents the student's functional skills outside of the school environment.
5. The student demonstrates a need for special education.

Student Evaluation

1. In addition to the procedures identified in Rule 6A-6.0331, F.A.C., the minimum evaluation for determining eligibility shall include all of the following:
 - a. A standardized individual test of intellectual functioning individually administered by a professional person qualified in accordance with Rule 6A-4.0311, F.A.C., or licensed under Chapter 490, F.S.

- b. A standardized assessment of adaptive behavior to include parental or guardian input.
 - c. An individually administered standardized test of academic or pre-academic achievement. A standardized developmental scale shall be used when a student's level of functioning cannot be measured by an academic or pre-academic test.
 - d. A social developmental history that has been compiled directly from the parent, guardian, or primary caregiver.
2. Eligibility is determined by a group of qualified professionals and the parent or guardian in accordance with Rule 6A-6.0331, F.A.C. The documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates the following information:
- a. The basis for making the determination, including an assurance that the determination has been made in accordance with Rule 6A-6.0331, F.A.C.
 - b. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic and intellectual functioning.
 - c. The educationally relevant medical findings, if any.
 - d. The determination of the group concerning the effects on the student's achievement level of a visual, hearing, motor, or emotional or behavioral disability; cultural factors; environmental or economic factors; an irregular pattern of attendance or high mobility rate; classroom behavior; or limited English proficiency.
 - e. The signature of each group member certifying that the documentation of determination of eligibility reflects the member's conclusion. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusion.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with intellectual disabilities.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.9: Exceptional Student Education Eligibility for Students with Orthopedic Impairment

Statutory and Regulatory Citations

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030151 and 6A-6.0331, F.A.C.

Definition

Orthopedic impairment means a severe skeletal, muscular, or neuromuscular impairment. The term includes impairments resulting from congenital anomalies (e.g., including, but not limited to, skeletal deformity or spina bifida) and impairments resulting from other causes (e.g., including, but not limited to, cerebral palsy or amputations).

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with an orthopedic impairment if the following criteria are met:

1. There is evidence of an orthopedic impairment that adversely affects the student's performance in the educational environment in any of the following: ambulation, hand movement, coordination, or daily living skills.
2. The student demonstrates a need for special education.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include all of the following:

1. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the impairment and any medical implications for instruction.
2. An educational evaluation that identifies educational and environmental needs of the student.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with an orthopedic impairment.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.10: Exceptional Student Education Eligibility for Students with Other Health Impairment

Statutory and Regulatory Citations

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030152 and 6A-6.0331, F.A.C.

Definition

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems. This includes, but is not limited to, asthma, attention deficit disorder or attention deficit hyperactivity disorder, Tourette syndrome, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and acquired brain injury.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with an-other health impairment if the following criteria are met:

1. There is evidence of a health impairment that results in reduced efficiency in schoolwork and adversely affects the student's performance in the educational environment.
2. The student demonstrates a need for special education.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluations shall include all of the following:

1. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the impairment and any medical implications for instruction
2. An educational evaluation that identifies educational and environmental needs of the student.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with other health impairment.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.11: Exceptional Student Education Eligibility for Students with Traumatic Brain Injury

Statutory and Regulatory Citations

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030153 and 6A-6.0331, F.A.C.

Definition

A traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to mild, moderate, or severe open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; or speech. The term includes anoxia due to trauma. The term does not include brain injuries that are congenital, degenerative, or induced by birth trauma.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a traumatic brain injury if the following criteria are met:

1. There is evidence of a traumatic brain injury that impacts one or more of the areas identified in the definition.
2. The student demonstrates a need for special education.

Student Evaluation

1. In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluations shall include all of the following:
 - a. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the traumatic brain injury and any medical implications for instruction
 - b. Documented evidence by more than one person, including the parent, guardian, or primary caregiver, in more than one situation. The documentation shall include evidence of a marked contrast of pre- and post-injury capabilities in one or more of the following areas: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing or speech
 - c. An educational evaluation that identifies educational and environmental needs of the student.
2. The evaluation may also include a neuropsychological evaluation when requested by the exceptional student education administrator or designee.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with traumatic brain injury.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.12: Exceptional Education Eligibility for Students with Specific Learning Disabilities

Statutory and Regulatory Citations

34 CFR §300.8

Section 1003.57, F.S.

Rules 6A-1.09401, 6A-6.03018, 6A-6.0331 and 6A-6.03411, F.A.C.

Definition

A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional or behavioral disability, limited English proficiency, or environmental, cultural, or economic factors.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a specific learning disability if all of the following criteria are met:

1. Evidence of specific learning disability

The student's parent(s) or guardian(s) and group of qualified personnel may determine that a student has a specific learning disability if there is evidence of each of the following:

a. When provided with learning experiences and instruction appropriate for the student's chronological age or grade-level standards, in accordance with Rule 6A-1.09401, F.A.C., the student does not achieve adequately for the student's chronological age or does not meet grade-level standards as adopted in Rule 6A-1.09401, F.A.C., in **one or more** of the following areas based on the review of multiple sources that may include group or individual criterion or norm-referenced measures, including individual diagnostic procedures:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skills
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

The school district has the **option** of requiring that an individually-administered, standardized test of achievement be administered by a qualified evaluator in accordance with Rule 6A-6.03018(4)(b)2., F.A.C., as one of the evaluation procedures used to address the requirements of Rule 6A-6.03018(4)(a)1., F.A.C.

One of the following must be selected:

- The district requires that an individually administered, standardized test of achievement (that addresses the relevant areas of concern as identified by the team) be given by a qualified evaluator after obtaining parental consent for an evaluation.
- The district does not require that an individually administered, standardized test of achievement be given by a qualified evaluator after obtaining parental consent for an evaluation. The team responsible for the evaluation may determine the need for an individually administered, standardized test of achievement on an individual student basis.

b. The student does not make adequate progress to meet chronological age or grade-level standards adopted in Rule 6A-1.09401, F.A.C., in one or more of the areas identified in section 1.a) (above) as determined through:

- A process based on the student's response to scientific, research-based intervention, consistent with the comprehensive evaluation procedures in Rule 6A-6.0331 F.A.C.

c. The group determines that its findings under paragraph a) of this subsection are not primarily the result of one or more of the following:

- A visual, hearing, or motor disability
- Intellectual disability
- Emotional or behavioral disability
- Cultural factors
- Irregular pattern of attendance or high mobility rate
- Classroom behavior
- Environmental or economic factors
- Limited English proficiency

2. The student demonstrates a need for special education.

Student Evaluation

The evaluation procedures shall include the following:

1. The school district must promptly request parental or guardian consent to conduct an evaluation to determine if the student needs specially designed instruction in the following circumstances:

a. The student does not make adequate progress when:

- Prior to a referral, the student has not made adequate progress after an appropriate period of time when provided appropriate instruction and intense, individualized interventions; or
- Prior to referral, intensive interventions are demonstrated to be effective but require sustained and substantial effort that may include the provision of specially designed instruction and related services;

and

b. Whenever a referral is made to conduct an evaluation to determine the student's need for specially designed instruction and the existence of a disability.

2. Observation requirement

In determining whether a student needs specially designed instruction and has a specific learning disability, and in order to document the relationship between the student's classroom behavior and academic performance, the group must do the following:

- a. Use information from an observation in routine classroom instruction and monitoring of the student's performance that was completed before referral for an evaluation; or
- b. Have at least one member of the group conduct an observation of the student's performance in the student's typical learning environment, or in an environment appropriate for a student of that chronological age, after referral for an evaluation and parental or guardian consent has been obtained.

3. In addition to the procedures identified in Rule 6A-6.0331, F.A.C., the evaluation must also include the district's procedures as specified in the SP&P as required by Rule 6A-6.03411, F.A.C. The evaluation must adhere to the timeframe required by Rule 6A-6.0331, F.A.C., unless extended by mutual written agreement of the student's parent(s) or guardian(s) and a group of qualified professionals.

Procedures

1. General education intervention procedures and activities

a. In order to ensure that lack of academic progress is not due to lack of appropriate instruction, a group of qualified personnel must consider the following:

- Data that demonstrate that the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general education settings; and
- Data-based documentation, which was provided to the student's parent(s) or guardian(s), of repeated measures of achievement at reasonable intervals, graphically reflecting the student's response to intervention during instruction.

b. General education activities and interventions conducted prior to referral in accordance with Rule 6A-6.0331(1), F.A.C., may be used to satisfy the requirements of this rule.

2. Members of the group determining eligibility

The determination of whether a student suspected of having a specific learning disability is a student who demonstrates a need for specially designed instruction and related services and meets the eligibility criteria must be made by the student's parents or guardians and a group of qualified professionals, which must include, but is not limited to, all of the following:

- a. The student's general education teacher; if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her chronological age;
- b. At least one person qualified to conduct and interpret individual diagnostic examinations of students, including, but not limited to, a school psychologist, speech-language pathologist, or reading specialist; and
- c. The district administrator of exceptional student education or designee.

3. Documentation of determination of eligibility

For a student suspected of having a specific learning disability, the documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates the following information:

- a. The basis for making the determination, including an assurance that the determination has been made in accordance with Rule 6A-6.0331, F.A.C.
- b. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic functioning
- c. The educationally relevant medical findings, if any
- d. Whether the student has a specific learning disability as evidenced by response to intervention data confirming each of the following:
 - Performance discrepancy
The student's academic performance is significantly discrepant for the chronological age or grade level in which the student is enrolled, based on multiple sources of data when compared to multiple groups, which include the peer subgroup, classroom, school, district, and state level comparison groups
 - Rate of progress
When provided with well-delivered scientific, research-based general education instruction and interventions of reasonable intensity and duration with evidence of implementation fidelity, the student's rate of progress is insufficient or requires sustained and substantial effort to close the achievement gap with typical peers or academic expectations for the chronological age or grade level in which the student is currently enrolled; and
 - Educational need
The student continues to need interventions that significantly differ in intensity and duration from what can be provided solely through general education resources to make or maintain sufficient progress.
- e. The determination of the group concerning the effects on the student's achievement level of a visual, hearing, motor, intellectual, or emotional or behavioral disability; cultural factors; environmental or economic factors; an irregular pattern of attendance or high mobility rate; classroom behavior; or limited English proficiency

- f. Documentation based on data derived from a process that assesses the student's response to well-delivered scientific, research-based instruction and interventions, including the following:
- Documentation of the specific instructional interventions used, the support provided to the individual(s) implementing interventions, adherence to the critical elements of the intervention design and delivery methods, the duration and frequency of intervention implementation (e.g., number of weeks, minutes per week, sessions per week), and the student-centered data collected
 - Documentation that the student's parent(s) or guardian(s) were notified about the state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; interventions for increasing the student's rate of progress; and the parental or guardian right to request an evaluation
- g. The signature of each group member certifying that the documentation of determination of eligibility reflects the member's conclusion; if it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions

Describe how the district documents a student's response to intervention data to determine eligibility as a student with a specific learning disability, including the progress-monitoring tools used to measure the student's response to intervention and how the team determines the adequacy of the student's response to intervention.

The following document describes the process employed by Gadsden County School District, to document a student's response to intervention to determine the student's eligibility as a student with a Specific Learning Disability (SLD): - Each school has a Student Study Team (SST) comprised of a variety of professionals which includes an Administrator, School Counselor, School Psychologist, Teacher, Behavior Specialist, Reading Coach and/or Math Coach. Moreover, the parent of the student being addressed is also part of the school's Student Study Team (SST). The composition of the team may vary depending on the resources of the school and/or the issues being addressed. This multidisciplinary team meets to problem-solve and address the needs of students. - If a teacher has a concern about a student, they may obtain a Student Study Team (SST) referral form from the School Counselor or other member of the team. -Before a referral is made to the school's Student Study Team (SST), teachers are required to document that they have attempted various strategies within the classroom environment to address the student's needs. Moreover, teachers are also required to indicate that they have made contact with the student's parents whether via telephone or in person, to discuss the area (s) of concern. Parent involvement is considered to be an integral part of the problem-solving process since parents provide us with valuable information about the student such as whether or not the problems have occurred previously, whether there is a family history of learning disabilities, whether or not the student is experiencing or has recently experienced a traumatic situation. Moreover, parents can also give us information about whether or not the student receives outside services, takes a very long time to complete homework assignments and/or becomes frustrated when doing homework assignments. Parents may also reinforce interventions at home and seek additional resources outside of school to help their child. Parent involvement continues throughout the problem-solving process. The parent is invited to attend meetings. If the parent is unable to attend the meeting, they may participate via telephone. Moreover, if because of schedule conflicts, parents are unable to attend meetings or participate in a phone conference, a copy of the conference report is sent home. -Additionally, before a student is referred to the Student Study Team (SST), two professionals are required to observe the student and document their observations of the student within the general education classroom environment. These observations should address academic behaviors such as student's class participation, ability to follow directions, assignment completion and other academic behaviors. -Once these initial steps are completed, the student is referred to the Student Study Team (SST) where data regarding the student's specific area (s) of needs are addressed. In addition to addressing the student's particular area of need, additional information is reviewed/analyzed at the SST meeting. The team reviews existing data such as anecdotal records, social, psychological, medical, and achievement records. Moreover, results of vision and hearing screenings are also reviewed. If vision/hearing screenings are more than 12 months old, updated vision/hearing screenings are requested. If sensory deficits are evident, parents are notified by letter and are requested to consult with a medical professional to further address their child's needs. Attendance data is also reviewed. If the student has an absenteeism rate greater than 20%, the student's attendance must be addressed. Based on the compiled data: -The problem is defined. -Solutions to the problem are brainstormed by the team. -Scientific-based interventions are discussed and put into place based on the student's needs. Section 6A-6.0331 contains the steps required to develop effective interventions within the Problem Solving/Response to Intervention model. The use of these steps will ensure the development, implementation, and evaluation of evidence-based instruction and interventions. Interventions with the greatest potential for success are chosen. -A Plan of Action is developed that outlines the implementation of the specific intervention(s) targeted by the team. -Interventions are documented, monitored and assessed for outcomes. Interventions should be implemented for a reasonable period of time and with a level of intensity that matches the student's needs. The student's progress should be monitored and reported to the parents. The district has not developed standard timelines for interventions. This is because the length of time necessary to respond to interventions may vary based on the child's age, skill area, and skill complexity. Progress monitoring tools may include but are not limited to: FAIR Data, IREADY, Florida Standards Assessment, Weekly Curriculum Assessments. If a student responds positively to the intervention, the interventions should be continued. If a student is improving, but still continues to be performing at a rate significantly below that of his/her peers, it is likely that the intensity of the intervention should be increased. If the student is responding poorly to selected interventions, alternative interventions should be implemented. -Fidelity checks are completed to determine intervention fidelity. Each team has assigned personnel to monitor the fidelity of interventions within their school. -Using the GTIPS Model, comparisons are made between the student's performance and that of peers (students in their school, class, socioeconomic level and ethnicity). These comparisons help to determine if the achievement gap is closing. -Graphs are created that illustrate the student's level of response to intervention. The graphs and data show how the student is progressing. The graphs and collection of data show expected response or inadequate response to interventions. -The team continues to review trajectory of improvement or lack thereof and determines whether or not to move to more intensive interventions. -Based on the data, the team will determine what specialized instruction and supports are needed in order for the student to achieve grade level expectations. -Prior to a request for an evaluation, the school's Student Study Team (SST) must make one of the following determinations and include appropriate documentation indicating that general education intervention procedures have been implemented as required under 6A-6.0331 and indicate that the student should be considered for eligibility for Exceptional Student Education; or the nature and severity of the student's areas of concern make the general education interventions inappropriate in addressing the immediate needs of the student. -The determination of whether the student suspected of having a specific learning disability is a student who is in need of specially designed

instruction and related services and meets the eligibility criteria is made by the student's parents/guardians and a group of qualified professionals including the student's general education teacher, school psychologist, program specialist, and an exceptional student education teacher. Results of the comprehensive evaluation are reviewed. Graphs that document the student's response to intervention, as well as a summary using the GTIPs model are also reviewed. Written evidence of the team's determination of eligibility is documented which indicates that the student has either failed to respond to scientific interventions, or that the intensity of support required by this student to make progress within the general education classroom environment, make them eligible for special education services. Each member of the team is required to sign the Summary form indicating their agreement with the determination of the group. Team members who do not agree with the conclusions of the group must submit a separate statement presenting his/her conclusions.

Describe how parents are engaged as team members in the problem-solving process (include the frequency and graphic format for sharing student progress data with parents).

Parents are viewed as an integral member of the Student Study Team (SST). Parents are involved throughout the entire process. They are provided with written notice at least ten days in advance for all meetings and allowed the opportunity to reschedule at a more convenient time if necessary, or participate via telephone. During each Student Study Team meeting data will be shared with parents, typically data will be shared with parents every four to six weeks. However the SST may meet and share data with parents more often if needed as determined by student need. Parents are provided with information about their child's academic performance and progress on classroom assignments and standardized tests. They are also provided with anecdotal data about their general performance (level of motivation, ability to retain information, attendance, on-task/off-task behaviors). Additionally, they are provided with graphs that indicate their child's performance in comparison to other classmates, their performance relative to a target score, and a trend line that illustrates whether or not the student is making progress, maintaining their level of performance, or regressing.

Describe the types of data used to make comparisons to other students and how teams determine the findings are not primarily due to the exclusionary factors outlined in Rule 6A-6.03018, F.A.C., lack of instruction in reading or math or limited English proficiency.

During the Student Study Team process, data from several sources are analyzed. Classroom observations are completed by two individuals who are very familiar with the student's performance, and discussed during the SST meeting. Data is compiled and comparisons are made with the student's performance in comparison to their classmates on standardized measures such as the FAIR and FSA. The student is compared to other students in the district, their classmates, grade level peers in their school, and members of their socioeconomic and ethnic group. These comparisons are documented on the district's working tool. Student attendance data is compiled and accessed using the district database system (Skyward). Using the District's Attendance Policy, the team determines if the student has been in attendance for a sufficient amount of time to receive appropriate instruction. If the student has missed more than the stipulated amount of time, the team will address attendance concerns prior to a determination of a learning disability. Moreover, students that are English Language Learners (ELL) are assessed on their English language proficiency using a variety of measures to distinguish between language acquisition concerns and a learning disability. If however, the student has not obtained English language proficiency but team still has concerns with the student's academic ability, a referral is made to Florida State University for a bi-lingual evaluation.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with specific learning disabilities.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.13: Exceptional Student Education Eligibility for Students with Speech Impairments

Statutory and Regulatory Citations

34 CFR §§300.8, 300.306 and 300.34

Sections 1003.01, 1003.57, 1012.44 and 1011.62, F.S.

Chapters 458, 459, and 468, Part I, F.S.

Rules 6A-4.01761, 6A-6.03012 and 6A-6.0331, F.A.C.

Definitions

1. Speech impairments are disorders of speech sounds, fluency, or voice that interfere with communication, adversely affect performance or functioning in the educational environment, and result in the need for exceptional student education.

- a. Speech sound disorder. A speech sound disorder is a phonological or articulation disorder that is evidenced by the atypical production of speech sounds characterized by substitutions, distortions, additions, or omissions that interfere with intelligibility. A speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
 - Phonological disorder. A phonological disorder is an impairment in the system of phonemes and phoneme patterns within the context of spoken language.
 - Articulation disorder. An articulation disorder is characterized by difficulty in the articulation of speech sounds that may be due to a motoric or structural problem.
- b. Fluency disorder. A fluency disorder is characterized by deviations in continuity, smoothness, rhythm, or effort in spoken communication. It may be accompanied by excessive tension and secondary behaviors, such as struggle and avoidance. A fluency disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
- c. Voice disorder. A voice disorder is characterized by the atypical production or absence of vocal quality, pitch, loudness, resonance, or duration of phonation that is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a speech impairment if the student meets the following criteria for one or more of the following disorders as determined by the procedures prescribed in Rule 6A-6.03012, F.A.C., and Rule 6A-6.0331(6), F.A.C.

1. Speech sound disorder

A student with a speech sound disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of a significant phonological or articulation disorder that is characterized by the atypical production of speech sound(s). The atypical production of speech sound(s) may be characterized by substitutions, distortions, additions, or omissions. Evaluation results must reveal all of the following:

- a. The speech sound disorder must have a significant impact on the student's intelligibility, although the student may be intelligible to familiar listeners or within known contexts
- b. The student's phonetic or phonological inventory must be significantly below that expected for his or her chronological age or developmental level based on normative data
- c. The speech sound disorder must have an adverse effect on the student's ability to perform or function in the student's typical learning environment, thereby demonstrating the need for exceptional student education
- d. The speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency

2. Fluency disorder

A student with a fluency disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of significant and persistent interruptions in the rhythm or rate of speech. Evaluation results must reveal all of the following:

- a. The student must exhibit significant and persistent dysfluent speech behaviors. The dysfluency may include repetition of phrases, whole words, syllables, and phonemes; prolongations; blocks; and circumlocutions. Additionally, secondary behaviors, such as struggle and avoidance, may be present.
- b. The fluency disorder must have an adverse effect on the student's ability to perform or function in the educational environment, thereby demonstrating the need for exceptional student education.
- c. The dysfluency is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

3. Voice disorder

A student with a voice disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of significant and persistent atypical voice characteristics. Evaluation results must reveal all of the following:

- a. The student must exhibit significant and persistent atypical production of quality, pitch, loudness, resonance, or duration of phonation. The atypical voice characteristics may include inappropriate range, inflection, loudness, excessive nasality, breathiness, hoarseness, or harshness.
- b. The voice disorder does not refer to vocal disorders that are found to be the direct result or symptom of a medical condition unless the disorder adversely affects the student's ability to perform or function in the educational environment and is amenable to improvement with therapeutic intervention.
- c. The voice disorder must have an adverse effect on the student's ability to perform or function in the educational environment, thereby demonstrating the need for exceptional student education.
- d. The atypical voice characteristics are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

4. The student demonstrates a need for special education.

Student Evaluation

The provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures for students in kindergarten through Grade 12, who are suspected of having a disability and enrolled in public school must be implemented. The provisions in Rule 6A-6.0331(2), F.A.C., regarding procedures prior to initial evaluation for prekindergarten children who are below mandatory school attendance ages and not enrolled in kindergarten must be met. In addition, the following must be included for each disorder:

1. For a speech sound disorder, the evaluation must include all of the following:

- a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and description of speech characteristics. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
- b. Documented and dated observation(s) of the student's speech characteristics conducted by a speech-language pathologist to examine the student's speech characteristics during connected speech or conversation. Observation(s) conducted prior to obtaining consent for evaluation may be used to meet this criterion.
- c. An examination of the oral mechanism structure and function.
- d. One or more standardized, norm-referenced instruments designed to measure speech sound production administered to determine the type and severity of the speech sound errors and whether the errors are articulation (phonetic) or phonological (phonemic) in nature.

2. For a fluency disorder, the evaluation must include all of the following:

- a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, to address the following areas regarding the speech behaviors: motor aspects, student's attitude, social impact, and educational impact. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
- b. A minimum of two documented and dated observations of the student's speech and secondary behaviors conducted by a speech-language pathologist in more than one setting, including the typical learning environment. For prekindergarten children, the observations may occur in an environment or situation appropriate for a child of that chronological age. Observations conducted prior to obtaining consent for evaluation may be used to meet this criterion, if the activities address the areas identified in subsection d) below.
- c. An examination of the oral mechanism structure and function.
- d. An assessment of all of the following areas:
 - Motor aspects of the speech behaviors

- Student's attitude regarding the speech behaviors
 - Social impact of the speech behaviors
 - Educational impact of the speech behaviors
- e. A speech sample of a minimum of 300–500 words collected and analyzed to determine frequency, duration, and type of dysfluent speech behaviors. If the speech-language pathologist is unable to obtain a speech sample of a minimum of 300–500 words, a smaller sample may be collected and analyzed. The evaluation report must document the rationale for collection and analysis of a smaller sample, the results obtained, and the basis for recommendations.

3. For a voice disorder, the evaluation must include all of the following:

- a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and description of voice characteristics. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
- b. Documented and dated observation(s) of the student's voice characteristics conducted by a speech-language pathologist in one or more setting(s), which must include the typical learning environment. For prekindergarten children, the observation(s) may occur in an environment or situation appropriate for a child of that chronological age. Observation(s) conducted prior to obtaining consent for evaluation may be used to meet this criterion.
- c. An examination of the oral mechanism structure and function.
- d. A report of a medical examination of laryngeal structure and function conducted by a physician licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C. The physician's report must provide a description of the state of the vocal mechanism and any medical implications for therapeutic intervention.

Unique Philosophical, Curricular, or Instructional Considerations

1. Speech services

- a. A group of qualified professionals determining eligibility under requirements of Rule 6A-6.03012, F.A.C. and Rule 6A-6.0331(6), F.A.C., must include a speech-language pathologist. A speech-language pathologist shall be involved in the development of the individual educational plan for students eligible for speech services, whether as special education or as a related service for an otherwise eligible student with a disability.
- b. Students determined eligible as a student with a speech impairment have access to any supports and services needed as determined by the individual educational plan team. A student should be identified as a student with a disability using the most appropriate category, but this does not mean that the team must identify every possible category under which the student may be eligible. In addition, there is no requirement that a student be eligible under a given category in order to receive specific services. For example, students determined eligible as a student with a speech impairment may have counseling as a related service, a functional behavioral assessment, or academic support for reading or writing, even though the student has not been determined to be a student with an emotional or behavioral disability or a specific learning disability.
- c. Speech therapy services shall be provided by a certified speech-language pathologist pursuant to Rule 6A-4.0176, F.A.C., or a licensed speech-language pathologist pursuant to Chapter 468, F.S., or a speech-language associate pursuant to Rule 6A-4.01761, F.A.C.

2. Speech-language associate (SLA)

Speech therapy services provided by an SLA as specified in Rule 6A-4.01761, F.A.C., will be under the direction of a certified or licensed speech-language pathologist with a master's degree or higher in speech-language pathology. Services can be provided for a period of three years as described in Section 1012.44, F.S., in districts that qualify for the sparsity supplement as described in Section 1011.62(7), F.S. For more information on the responsibilities and duties of an SLA, go to:

<http://info.fldoe.org/docushare/dsweb/Get/Document-4662/TAP2007-137.pdf>.

The district shall submit a plan to the Department of Education for approval before implementation of Rule 6A-4.01761, F.A.C. The components of the plan found in Rule 6A-6.03012(7), F.A.C., will include a description of:

- o The model, specifying the type and amount of direction, including direct observation, support, training, and instruction
- o The rationale for using this model
- o The manner in which the associate will be required to demonstrate competency
- o The process for monitoring the quality of services
- o The process for measuring student progress
- o The manner in which the speech-language associate will meet the requirements of the annual district professional development plan for instructional personnel

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with speech impairments.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.14: Exceptional Student Education Eligibility for Students with Language Impairments

Statutory and Regulatory Citations

34 CFR §§300.8, 300.306 and 300.34

Chapter 468, Part I, F.S.

Sections 1003.01 and 1003.57, 1011.62 and 1012.44, F.S.

Rules 6A-1.09401, 6A-4.0176, 6A-6.0331 and 6A-6.030121, F.A.C.

Definitions

Language impairments are disorders of language that interfere with communication, adversely affect performance or functioning in the student's typical learning environment, and result in the need for exceptional student education. A language impairment is defined as a disorder in one or more of the basic learning processes involved in understanding or in using spoken or written language. These include:

1. Phonology. Phonology is defined as the sound systems of a language and the linguistic conventions of a language that guide the sound selection and sound combinations used to convey meaning.
2. Morphology. Morphology is defined as the system that governs the internal structure of words and the construction of word forms.
3. Syntax. Syntax is defined as the system governing the order and combination of words to form sentences, and the relationships among the elements within a sentence.
4. Semantics. Semantics is defined as the system that governs the meanings of words and sentences.
5. Pragmatics. Pragmatics is defined as the system that combines language components in functional and socially appropriate communication.

The language impairment may manifest in significant difficulties affecting listening comprehension, oral expression, social interaction, reading, writing, or spelling. A language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Eligibility Criteria

1. For prekindergarten children

A prekindergarten child is eligible as a student with a language impairment in need of specially designed instruction and related services if all of the following criteria are met:

- a. There is evidence, based on evaluation results, of significant deficits in language. The impairment may manifest in significant difficulties affecting one or more of the following areas:

- i. Listening comprehension
 - ii. Oral expression
 - iii. Social interaction
 - iv. Emergent literacy skills (e.g., vocabulary development, phonological awareness, narrative concepts)
- b. One or more documented and dated behavioral observation(s) reveals significant language deficits that interfere with performance or functioning in the typical learning environment.
- c. Results of standardized norm-referenced instrument(s) reveal a significant language deficit in one or more of the areas listed in 1.–5. of the Definitions section above, as evidenced by standard score(s) significantly below the mean. If the evaluator is unable to administer a norm-referenced instrument and an alternative scientific, research-based instrument is administered, the instrument must reveal a significant language deficit in one or more areas listed in 1.–5. of the Definitions section above. Significance of the deficit(s) must be determined and based on specifications in the manual of the instrument(s) utilized for evaluation purposes.
- d. Information gathered from the child's parent(s) or guardian(s), teacher(s), service providers, or caregivers must support the results of the standardized instruments and observations conducted.
- e. The language impairment must have an adverse effect on the child's ability to perform or function in the typical learning environment, thereby demonstrating the need for exceptional student education.
- f. The language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

2. For students in kindergarten through Grade 12

A student meets the eligibility criteria as a student with a language impairment in need of specially designed instruction and related services if all of the following criteria are met:

- a. Due to deficits in the student's language skills, the student does not perform or function adequately for the student's chronological age or to meet grade-level standards as adopted in Rule 6A-1.09401, F.A.C., in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's chronological age or grade:
- i. Oral expression
 - ii. Listening comprehension
 - iii. Social interaction
 - iv. Written expression
 - v. Phonological processing
 - vi. Reading comprehension
- b. Due to deficits in the student's language skills, the student does not make sufficient progress to meet chronological age or state-approved grade-level standards pursuant to Rule 6A-1.09401, F.A.C., in one or more of the areas identified in the previous paragraph when using a process based on the student's response to scientific, research-based intervention.
- c. Evidence of a language impairment is documented based on a comprehensive language evaluation, including all evaluation procedures as specified for students in kindergarten through Grade 12, included under the **Conducting Student Evaluations and Reevaluations** section of this document. There must be documentation of all of the following:
- i. Documented and dated observations show evidence of significant language deficits that interfere with the student's performance or functioning in the educational environment.
 - ii. Results of standardized norm-referenced instrument(s) reveal a significant language deficit in one or more of the areas listed in 1.–5. of the Definitions section above, as evidenced by standard score(s) significantly below the mean. If the evaluator is unable to administer a norm-referenced instrument and an alternative scientific, research-based instrument is administered, the instrument must reveal a significant language deficit in one or more areas listed in 1.–5. of the

Definitions section above. Significance of the deficit(s) must be determined and based on specifications in the manual of the instrument(s) utilized for evaluation purposes.

- iii. Information gathered from the student's parent(s) or guardian(s), teacher(s), and, when appropriate, the student, must support the results of the standardized instruments and observations conducted.
 - iv. At least one additional observation conducted by the speech-language pathologist when the language impairment is due to a deficit in pragmatic language and cannot be verified by the use of standardized instrument(s). The language impairment may be established through the results of the evaluation procedures as specified in the evaluation procedures for students in kindergarten through Grade 12, included under the **Conducting Student Evaluations and Reevaluations** section of this document, and the additional observation(s) conducted subsequent to obtaining consent for evaluation as part of a comprehensive language evaluation. The evaluation report must document the evaluation procedures used, including the group's rationale for overriding results from standardized instruments, the results obtained, and the basis for recommendations. The information gathered from the student's parent(s) or legal guardian(s), teacher(s), and, when appropriate, the student, must support the results of the observation(s) conducted.
- d. The group determines that its findings under section 2.a) above are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Documentation of Determination of Eligibility

For a student suspected of having a language impairment, the documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates all of the following information:

1. The basis for making the determination, including an assurance that the determination has been made in accordance with subsection 6A-6.0331(6), F.A.C.
2. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic functioning.
3. The educationally relevant medical findings, if any.
4. Whether the student has a language impairment as evidenced by response to intervention data confirming the following:
 - a. Performance or functioning discrepancies. The student displays significant discrepancies, for the chronological age or grade level in which the student is enrolled, based on multiple sources of data when compared to multiple groups, including to the extent practicable the peer subgroup, classroom, school, district, and state level comparison groups.
 - b. Rate of progress. When provided with effective implementation of appropriate research-based instruction and interventions of reasonable intensity and duration with evidence of implementation fidelity, the student's rate of progress is insufficient or requires sustained and substantial effort to close the gap with typical peers or expectations for the chronological age or grade level in which the student is currently enrolled.
 - c. Educational need. The student continues to demonstrate the need for interventions that significantly differ in intensity and duration from what can be provided solely through educational resources and services currently in place, thereby demonstrating a need for exceptional student education due to the adverse effect of the language impairment on the student's ability to perform or function in the educational environment.
5. The determination of the student's parent(s) or guardian(s) and group of qualified professionals concerning the effects of chronological age, culture, gender, ethnicity, patterns of irregular attendance, or limited English proficiency on the student's performance or functioning.
6. Documentation based on data derived from a process that assesses the student's response to well-delivered scientific, research-based instruction and interventions, including:
 - a. Documentation of the specific instructional interventions used, the intervention support provided to the individuals implementing interventions, adherence to the critical elements of the intervention design and delivery methods, the duration of intervention implementation (e.g., number of weeks, minutes per week, sessions per week), and the student-centered data collected

- b. Documentation that the student's parent(s) or guardian(s) were notified about the state's policies regarding the amount and nature of student performance or functioning data that would be collected and the educational resources and services that would be provided; interventions for increasing the student's rate of progress; and the parental or guardian right to request an evaluation.

Student Evaluation

1. Children in prekindergarten

In addition to the procedures identified in subsection 6A-6.0331(5), F.A.C., the minimum evaluation for a prekindergarten child shall include all of the following:

- a. Information gathered from the child's parent(s) or guardian(s) and others, as appropriate, such as teacher(s), service providers, and caregivers, regarding the concerns and description of language skills. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
- b. One or more documented and dated observation(s) of the child's language skills conducted by the speech-language pathologist in one or more setting(s), which must include the child's typical learning environment or an environment or situation appropriate for a child of that chronological age.
- c. One or more standardized norm-referenced instruments designed to measure language skills. The instrument must be administered and interpreted by a speech-language pathologist to determine the nature and severity of the language deficits. If the speech-language pathologist is unable to administer a norm-referenced instrument, a scientific, research-based alternative instrument may be used. The evaluation report must document the evaluation procedures used, including the rationale for use of an alternative instrument, the results obtained, and the basis for recommendations.

2. Students in kindergarten through Grade 12

The provisions in Rule 6A-6.0331(1), F.A.C., regarding general education intervention procedures for students in kindergarten through Grade 12, who are suspected of having a disability and enrolled in public school must be implemented, as well as procedures identified in Rule 6A-6.0331(5), F.A.C., and must include the following:

- a. In order to ensure that the decreased performance or functioning of a student suspected of having a language impairment is not due to lack of appropriate instruction, the minimum evaluation procedures must include all of the following:
 - i. Review of data that demonstrate the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general or exceptional education settings.
 - ii. Data-based documentation, which was provided to the student's parent(s) or guardian(s), of repeated measures of performance or functioning at reasonable intervals, communicated in an understandable format, reflecting the student's response to intervention during instruction.
 - iii. Information gathered from the student's parent(s) or legal guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and a description of language skills. This may be completed through a variety of methods including interviews, checklists, or questionnaires.
 - iv. Documented and dated observation(s) of the student's language skills conducted by the speech-language pathologist in one or more setting(s).
 - v. One or more standardized norm-referenced instrument(s) designed to measure language skills. The instrument(s) must be administered and interpreted by a speech-language pathologist to determine the nature and severity of the language deficits. If the speech-language pathologist is unable to administer a norm-referenced instrument, a scientific, research-based alternative instrument may be used. The evaluation report must document the evaluation procedures used, including the rationale for use of an alternative instrument, the results obtained, and the basis for recommendations.
- b. With the exception of at least one additional observation conducted by the speech-language pathologist when the language impairment is due to a deficient in pragmatic language that cannot be verified by a standardized assessment, general education activities and interventions conducted prior to initial evaluation in accordance with Rule 6A-6.0331(1), F.A.C., may be used to satisfy the requirements of this rule.

Unique Philosophical, Curricular, or Instructional Considerations

Language services

1. A group of qualified professionals determining eligibility under requirements of Rule 6A-6.030121, F.A.C. and Rule 6A-6.0331(6), F.A.C., will include a speech-language pathologist.
2. A speech-language pathologist will be involved in the development of the individual educational plan for programs for students with a language impairment, whether as special education or as a related service for an otherwise eligible student with a disability.
3. Students determined eligible as a student with a language impairment have access to any supports and services needed as determined by the individual educational plan team. A student should be identified as a student with a disability using the most appropriate category, but this does not mean that the team must identify every possible category under which the student may be eligible. In addition, there is no requirement that a student be eligible under a given category in order to receive specific services. For example, students determined eligible as a student with a language impairment may have counseling as a related service, a functional behavioral assessment (FBA), or academic support for reading or writing even though the student has not been determined to be a student with an emotional or behavioral disability (EBD) or a specific learning disability.
4. Language therapy services will be provided by a certified speech-language pathologist pursuant to Rule 6A-4.0176, F.A.C., or a licensed speech-language pathologist pursuant to Chapter 468, F.S., or a speech-language associate pursuant to Rule 6A-4.01761, F.A.C.
5. Speech-language associate
 - a. Language therapy services provided by a speech-language associate as specified in Rule 6A-4.01761, F.A.C., will be under the direction of a certified or licensed speech-language pathologist with a master's degree or higher in speech-language pathology. Services under this subsection can be provided for a period of three years as described in Section 1012.44, F.S., in districts that qualify for the sparsity supplement as described in Section 1011.62(7), F.S.
 - b. The district will submit a plan to the Department of Education for approval before implementation of Rule 6A-4.01761, F.A.C. The components of the plan must include a description of:
 - The model, specifying the type and amount of direction including, but not limited to, direct observation, support, training, and instruction
 - The rationale for using this model
 - The manner in which the associate will be required to demonstrate competency
 - The process for monitoring the quality of services
 - The process for measuring student progress
 - The manner in which the speech-language associate will meet the requirements of the annual district professional development plan for instructional personnel

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with language impairments.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.15: Exceptional Student Education Eligibility for Students who are Visually Impaired

Statutory and Regulatory Citations

Definition

1. Students who are visually impaired include the following:
 - a. A student who is blind, has no vision, or has little potential for using vision.
 - b. A student who has low vision.
 - c. A student who has a visual impairment after best correction that adversely affects the student's educational performance and
 - d. A student who has been diagnosed with a progressive condition that will most likely result in a visual impairment or no vision after best correction.

Eligibility Criteria

A student is eligible for special education and related services if the following medical and educational criteria are met:

1. A licensed ophthalmologist or optometrist has documented an eye condition that causes an impairment as manifested by at least one of the following:
 - a. A visual acuity of 20/70 or less in the better eye after best possible correction;
 - b. A peripheral field so constricted that it affects the student's ability to function in an educational setting;
 - c. A diagnosis of visual impairment after best correction, or
 - d. A progressive loss of vision that may affect the student's ability to function in an educational setting.
2. The student demonstrates a need for special education.

Student Evaluation

The minimum procedures necessary for determining eligibility shall include:

1. A medical eye examination describing: etiology; diagnosis; treatment regimen; prognosis; near and distance; corrected and uncorrected acuity measures for left eye, right eye and both eyes; measure of field of vision; and recommendations for lighting levels, physical activity, aids, prescribed low-vision aids, or use of glasses or contact lenses, as appropriate.
2. For children birth to five years of age or students who are otherwise unable to be assessed, a medical assessment describing visual functioning shall be documented when standard visual acuities and measure of field of vision are unattainable.
3. A comprehensive assessment of skills known to be impacted by visual impairment, which shall include, but is not limited to:
 - a. A functional vision evaluation that includes an assessment of skills known to be impacted by vision impairment that are aligned with the special skills references in Rule 6A-1.09401, F.A.C., and include assistive technology, compensatory skills, career education, recreation and leisure, sensory efficiency, self-determination, social skills, and independent living;
 - b. A learning media assessment; and
 - c. An orientation and mobility screening.

Reevaluation

1. Reevaluation shall occur at least every three years and shall include a minimum of a medical eye examination within the last calendar year, a comprehensive assessment of skills known to be impacted by visual impairment as required for determining initial eligibility; and, if appropriate, any other formal evaluations addressed in the initial evaluation in accordance with Rule 6A-6.0331, F.A.C.
2. The medical aspect of a reevaluation for students with bilateral anophthalmia may be waived by a written recommendation of a physician.

Specialized Evaluations: Qualified Evaluators

The following specialized evaluations are required to be administered by the individuals listed. All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C.

1. Medical eye exam: ophthalmologist or optometrist
2. Functional vision assessment: teacher of the visually impaired, orientation and mobility specialist, or low vision specialist
3. Learning Media Assessment: teacher of the visually impaired
4. Orientation and mobility (as appropriate): orientation and mobility specialist

Unique Philosophical, Curricular, or Instructional Considerations

1. All students with visual impairments are registered for services from the Florida Instructional Materials Center for the Visually Impaired. Students will be provided with instruction in braille unless otherwise determined by the IEP team. This determination is based upon the student's present reading and writing skills, functional vision assessment, and learning media assessment, as well as documentation indicating the need for instruction or use of braille in the future.
2. Orientation and mobility is a related service, provided to blind or visually impaired students by qualified personnel if the IEP team determines that it is necessary in order for the student to benefit from specially designed instruction, that enables the student to attain systematic orientation to and safe movement within their environments in school, home, and community. Orientation and mobility instruction encompasses skill and conceptual awareness that includes, but is not limited to: spatial awareness, use of sensory information to maintain orientation, the use of mobility devices (i.e., long cane, distance low vision aids, assistive technology), and other skills and techniques used to travel safely and efficiently across a variety of settings.
3. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually. Additionally, in accordance with Rule 6A-6.03014, F.A.C., cooperative planning with the Division of Blind Services (DBS) may occur for students eligible for DBS services, with parent participation and agreement.

The school district has the option to include additional information regarding evaluations, qualified evaluators or unique philosophical, curricular, or instructional considerations for students with visual impairments.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.16: Provision of Occupational Therapy to Exceptional Students as a Related Service

Statutory and Regulatory Citations

34 CFR §300.34

Chapter 468, Part III, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030191, 6A-6.03024, 6A-6.03028, 6A-6.03411 and Chapter 6AB-11, F.A.C.

Definitions

1. Occupational therapy means services provided by a licensed occupational therapist and includes improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
2. Related service provider means the licensed occupational therapist responsible for the assessment and provision of school-based occupational therapy as a related service.

Determination of Need for Occupational Therapy

To determine need for occupational therapy as a related service the individual educational plan (IEP), the educational plan (EP), or the individualized family support plan (IFSP) team shall do the following:

1. Review assessments conducted by the related service provider and all other relevant data.
2. Determine if occupational therapy services are needed to assist a student to benefit from specially designed instruction.
3. Include input from the occupational therapist to assist the IEP, EP, or IFSP team when the educational need for occupational therapy as a related service is being determined.

Student Assessment

Prior to the provision of occupational therapy, assessments shall be conducted by the related service provider as defined in the Occupational Therapy Practice Act, s. 468.203, F.S. Rule 6A-6.03024(1)(c), F.A.C., defines a related service provider as the licensed occupational therapist responsible for the assessment and provision of school-based occupational therapy as a related service as defined in s. 1003.01(3)(b), F.S., and Rule 6A-6.03411(1)(dd)3.f., F.A.C.

Unique Philosophical, Curricular, or Instructional Considerations

1. When the IEP, EP, or IFSP is being reviewed for a student who is receiving occupational therapy as a related service, the licensed therapist or licensed assistant shall provide input to assist the IEP, EP, or IFSP team.
2. Occupational therapy may be provided by either a licensed occupational therapist or a licensed occupational therapy assistant in accordance with the provisions of s. 468.203, F.S. The occupational therapy assistant is supervised by the licensed occupational therapist. The licensed occupational therapist provides both initial direction in developing a plan of treatment and periodic inspection of the actual implementation of the plan. Such plan of treatment shall not be altered by the supervised individual without prior consultation with, and the approval of, the supervising occupational therapist. The supervising occupational therapist need not always be physically present or on the premises when the assistant is performing services. However, except in cases of emergency, supervision shall require the availability of the supervising occupational therapist for consultation with and direction of the supervised individual.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who need occupational therapy.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B.17: Provision of Physical Therapy to Exceptional Students as a Related Service

Statutory and Regulatory Citations

34 CFR §300.34
Chapter 486, F.S.
Sections 1003.01 and 1003.57, F.S.
Rules 6A-6.030191, 6A-6.03024, 6A-6.03028, 6A-6.03411 and 64B17-6.001, F.A.C.

Definitions

1. Physical therapy means services provided by a licensed physical therapist.
2. Related service provider means the licensed physical therapist responsible for the assessment and provision of school-based physical therapy as a related service.

Determination of Need for Physical Therapy

To determine need for physical therapy as a related service the individual educational plan (IEP), the educational plan (EP), or the individualized family support plan (IFSP) team shall do the following:

1. Review assessments conducted by the related service provider and all other relevant data.
2. Determine if physical therapy services are needed to assist a student to benefit from specially designed instruction.
3. Include input from the physical therapist to assist the IEP, EP, or the IFSP team when the educational need for physical therapy as a related service is being determined.

Student Assessment

Prior to the provision of physical therapy, assessments shall be conducted by the related service provider as defined in the Physical Therapy Practice Act, Chapter 486, s. 486.021, F.S. Rule 6A-6.03024(1)(c), F.A.C., defines a related service provider as the licensed physical therapist responsible for the assessment and provision of school-based physical therapy as a related service as defined in s. 1003.01(3)(b), F.S., and Rule 6A-6.03411(1)(dd)3.i., F.A.C.

Unique Philosophical, Curricular, or Instructional Considerations

1. When the IEP, EP, or the IFSP is being reviewed for a student who is receiving physical therapy as a related service, the licensed therapist or licensed assistant shall provide input to assist the IEP, EP, or IFSP team.
2. Physical therapy may be provided by either a licensed physical therapist or a licensed physical therapist assistant in accordance with the provisions of s. 486.021, F.S. The supervision of a physical therapist assistant shall not require on-site supervision by the physical therapist. The physical therapist shall be accessible at all times by two-way communication, which enables the physical therapist to respond to an inquiry when made and to be readily available for consultation during the delivery of care, and shall be within the same geographic location as the assistant. The supervising physical therapist should provide both initial direction in developing a plan of treatment and ensuring the plan is appropriately implemented on a consistent basis. The supervised individual cannot change the plan of treatment without prior consultation with, and the approval of, the supervising physical therapist.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who need physical therapy.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section C: Individual Educational Plan

Statutory and Regulatory Citations

34 CFR §§300.29, 300.106, 300.110, 300.320 through 300.328, and 300.503

Sections 1001.02, 1002.3105, 1003.01, 1003.4203, 1003.4282, 1003.4285, 1003.57, 1003.5715, 1003.5716, 1003.572, 1008.22 and 1008.212, F.S.

Rules 6A-1.0943, 6A-1.09441, 6A-1.0996, 6A-1.09963 6A-6.03028, 6A-6.0311 through 6A-6.0361 and 6A-6.03311, F.A.C.

Definition

An IEP is a written statement for a student with a disability that is developed, reviewed, and revised in accordance with Rule 6A-6.03028, F.A.C. Parents are partners with schools and district personnel in developing, reviewing, and revising the IEP. The procedures for the development of IEPs for students with disabilities are as follows:

Note: Since an EP is defined in Rule 6A-6.030191, F.A.C., as being developed for students identified solely as gifted, an IEP rather than an EP is developed for students who are gifted and have also been identified as having a disability.

Procedures

1. Role of parents

The role of the parents in developing IEPs includes, but is not limited to:

- a. Providing critical information regarding the strengths of their student;

- b. Expressing their concerns for enhancing the education of their student so that their student can receive FAPE;
- c. Participating in discussions about the student's need for special education and related services;
- d. Participating in deciding how the student will be involved and progress in the general curriculum, including participation in state and district assessments;
- e. Participating in the determination of what services the district will provide to their student and in what setting;
- f. Participating in the determination of which course of study leading to a standard diploma the student will pursue, consistent with s. 1003.4282, F.S., to include a course of study leading to a Scholar or Merit designation in accordance with s. 1003.4285, F.S.

2. Parent participation in IEP team meetings

The district shall establish procedures that provide for parents, guardians, surrogate parents, or persons acting in loco parentis to participate in decisions concerning the individual educational plan. Parents of each student with a disability must be members of any group that makes decisions on the educational placement of their child.

- a. In order to ensure that parents are present at each meeting, or are afforded the opportunity to participate at each meeting:
 - Parents are notified of the meeting early enough to ensure that they have an opportunity to attend
 - The meeting is scheduled at a mutually agreed upon time and place
- b. A written notice to the parent indicates the purpose; time; location of the meeting; who, by title or position, will be in attendance; and includes a statement informing the parents that they have the right to invite individuals with special knowledge or expertise about their child.
 - Parents may also request that a Part C service coordinator or other representative of the Part C system be invited to attend the initial IEP team meeting for a child previously receiving early intervention services under Part C of IDEA.
 - Decisions as to which particular teacher(s) or special education provider(s) are members of the IEP team are made by the district, based on the needs of the student.
 - The written notice to the parent clearly indicates which persons invited to the IEP team meeting are required members of the team and, thus, would require excusal as described in subsection 4. below.
Any time an IEP team meeting is convened for the purpose of reviewing or changing a student's IEP as it relates to administration of the Florida Alternate Assessment and the provision of instruction in the state standards access points curriculum, or placement of the student in an exceptional student education center, the school must provide the notice to the parent at least 10 days prior to the meeting.
- c. No later than the first IEP to be in effect when the student attains the age of 14 (or younger, if determined appropriate by the IEP team), the notice must also indicate that a purpose of the meeting will be to identify transition services needs of the student and that the district will invite the student.
- d. Not later than the first IEP to be in effect when the student turns 16 (or younger, if determined appropriate by the IEP team), the notice must also indicate that a purpose of the meeting will be consideration of the postsecondary and career goals and transition services for the student, that the district will invite the student and will identify any other agency that will be invited to send a representative to the meeting.
- e. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls or video conferencing.
- f. A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parent. In this case, the district maintains a record of its attempts to arrange a mutually agreed upon time and place. These records include such items as:
 - Detailed records of telephone calls made or attempted, and the results of those calls
 - Copies of correspondence sent to the parents and any responses received

- Detailed records of visits made to the parents' home or place of employment, and the results of those visits
- g. The district takes whatever action is necessary to ensure that the parents, and the student when the student is the age of 14, understand the proceedings at a meeting, including arranging for an interpreter for parents and students who are deaf or whose native language is other than English.
 - h. A meeting does not include informal or unscheduled conversations involving school district personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that school district personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.
 - i. The district provides the parent with a copy of the IEP at no cost to the parent.

3. IEP team participants

The IEP team, with a reasonable number of participants, shall include:

- a. The parents of the student
- b. At least one regular education teacher of the student, if the student is or may be participating in the regular education environment; the regular education teacher of a student with a disability participates, to the extent appropriate, in the development, review, and revision of the student's IEP, including assisting in the determination of:
 - Appropriate positive behavioral interventions and supports and other strategies for the student
 - Supplementary aids and services, classroom accommodations, modifications, or supports for school personnel to be provided for the student
- c. At least one special education teacher of the student, or, where appropriate, one special education provider of the student
- d. A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the district; at the discretion of the district, the student's special education teacher may be designated to also serve as the representative of the district if the teacher meets these requirements
- e. An individual who can interpret the instructional implications of evaluation results; this role may be fulfilled by another member of the IEP team
- f. At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel; the determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the IEP team meeting
- g. The student, if appropriate, and in all cases where a purpose of the meeting will be the identification of the student's transition services needs or consideration of postsecondary and career goals for the student and the transition services needed to assist the student in reaching those goals; if the student does not attend the IEP team meeting to identify transition services needs or consider postsecondary and career goals and transition services, the district takes other steps to ensure that the student's preferences and interests are considered
- h. Agency representatives— To the extent appropriate and with the consent of the parents or a student who has reached the age of majority, the school district will invite a representative of any participating agency that may be responsible for providing or paying for transition services; parental consent or the consent of the student who has reached the age of majority must also be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services
- i. In the case of a student who was previously served and received early intervention services under Part C of the IDEA, the Part C service coordinator or other representatives of the Part C system must be invited to the initial IEP team meeting, at the request of the parent, to assist with the smooth transition of services
- j. The district will determine the specific personnel to fill the roles under b) through e) above

4. IEP team member excusal

- a. A member of the IEP team is not required to attend an IEP team meeting, in whole or in part, if the parent of a student with a disability and the school district agree, in writing, that the attendance of the member is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.
- b. A member of the IEP team also may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if the parent, in writing, and the school district consent to the excusal and the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.
- c. The district has designated the following individual(s), by name or position, as having the authority to make the agreement with the parent, or provide consent on behalf of the district, to excuse an IEP team member from attending an IEP team meeting.

Identify the individual(s), by name or position, who have been granted this authority.

District Director of Exceptional Student Education or Designee, and School Administrator or Designee.

- d. If a required IEP team member is unable to attend the meeting as scheduled, the parent can agree to continue with the meeting and request an additional meeting if more information is needed, or request that the meeting be rescheduled.

5. Transition of children with disabilities from the infants and toddlers early intervention program

- a. An IEP or an IFSP must be developed and implemented by the third birthday of a child who has been participating in the early intervention program for infants and toddlers with disabilities.
- b. Each school district shall participate in transition planning conferences arranged by the state lead agency for the infants and toddlers with disabilities early intervention program.
- c. If the child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP or IFSP will begin.

6. IEP timelines

Timelines for IEPs include the following:

- a. An IEP that has been reviewed, and, if appropriate, revised periodically, but not less than annually, must be in effect at the beginning of each school year for each eligible student with a disability within the district's jurisdiction.
- b. An IEP must be developed within 30 calendar days following the determination of a student's eligibility for special education and related services and be in effect prior to the provision of these services.
- c. A meeting shall be held at least annually to review, and revise, as appropriate, each IEP.

7. Considerations in IEP development, review, and revision

The IEP team considers the following factors in the development, review, and revision of the IEP:

- a. Strengths of the student and concerns of the parents for enhancing the education of their child
- b. Results of the initial or most recent evaluation or reevaluation
- c. As appropriate, results of the student's performance on state or districtwide assessments
- d. Academic, developmental, and functional needs of the student
- e. In the case of a student whose behavior impedes the student's learning or the learning of others, strategies, including the use of positive behavioral interventions, supports, and other strategies to address that behavior
- f. In the case of a student with limited English proficiency, the language needs of the student as related to the IEP
- g. In the case of a student who is blind or visually impaired, provision of instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, including future needs and appropriate reading and writing media (including an evaluation of the student's future need for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student

h. The communication needs of the student

- i. In the case of a student who is deaf or hard-of-hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. Rule 6A-6.03028(3)(g), F.A.C., requires the use of the Communication Plan form (available at <http://www.flrules.org/Gateway/reference.asp?No=Ref->) adopted by the State Board of Education during the development of the IEP for students who are deaf, hard of hearing or dual sensory impaired. Use of this plan will ensure that IEP teams are considering the instructional needs of these students in a more comprehensive manner.
- j. Whether the student requires assistive technology devices or services; on a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or other settings is required if the IEP team determines that the student needs access to those devices in order to receive FAPE
- k. At least annually, whether extended school year (ESY) services are necessary for the provision of FAPE to the student if the IEP team determines, on an individual basis, that the services are necessary; school districts may not limit ESY to particular categories of a disability or unilaterally limit the type, amount, or duration of those services.
- Pursuant to 34 CFR §300.106, ESY services must be considered by the IEP or individualized family support plan (IFSP) team as part of the provision of FAPE for students with disabilities. ESY is special education and related services that are provided to a student with a disability beyond the normal school year of the public agency, in accordance with the child's IEP or IFSP and at no cost to the parent of the child and meets the standards of the state educational agency (SEA).
 - ESY is not intended to provide education beyond that which has been determined necessary by the IEP or IFSP team to ensure FAPE. In many cases, not all of the services specified in an individual student's IEP or IFSP for the school year need to be provided as part of ESY services.
 - Parental requests for ESY services must be considered. However, if ESY services are requested by the parent and the IEP or IFSP team does not determine the provision of the requested ESY services as necessary for the provision of FAPE, then a written informed notice of refusal must be provided.

Describe the district's procedures for determining the need for ESY services for individual students.

Decisions of eligibility for ESY services are made by an IEP or FSP team. Criteria that is used to determine whether a student is eligible for ESY services include, but are not limited to: •Regression/recoupment •Critical point of instruction •Emerging skills •Nature or severity of disability •Interfering behaviors •Rate of progress •Special circumstances (e.g., transition from school to work) During the IEP or FSP team meeting, a variety of criteria or factors are considered, in order to ensure provision of FAPE. An ESY Checklist is used to document the factors that were considered. The eligibility decision is documented on the signature page of the IEP or FSP. Student progress is monitored using daily classroom assignments, weekly assessments as well as standardized assessments. Based on a student's performance, the IEP team may reconvene and review additional data to determine the student's eligibility for ESY services.

Describe the district's procedures for informing staff that varying amounts, types and durations of ESY services are possible based on the individual needs of a student. (Any predetermination or set policy on the amount of time ESY will be provided is contrary to the regulations.)

During Policies and Procedures Trainings, IEP Trainings, ESE Updates, etc., District and School-based staff are informed that varying amounts, types and durations of ESY services are possible based on the individual needs of a student. During trainings staff receive information which includes (but not limited to): •Eligibility for ESY services and/or the duration of services cannot be limited based on the type or the degree of disability. •The fact that a student has made progress toward annual goals or has met annual goals during the school year does not exclude a student from receiving ESY services. •ESY services cannot be based on a predetermination or set policy on the amount of time ESY will be provided. .Various service delivery models are discussed (as appropriate) during IEP meetings. The service delivery models are monitored by ESE Program Specialists and the ESE Director. .During the IEP or FSP team meeting, a variety of criteria or factors are considered, in order to ensure provision of FAPE. An ESY Checklist is used to document the factors that were considered. The eligibility decision is documented on the signature page of the IEP or FSP. Student progress is monitored using daily classroom assignments, weekly assessments as well as standardized assessments. Based on a student's performance, the IEP team may reconvene and review additional data to determine the student's eligibility for ESY services. Once the IEP team has made the eligibility determination for ESY services. The ESE Program Specialists and ESE Director monitor implementation of services.

- I. If, after considering all the factors mentioned above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other modification, in order to receive FAPE, the IEP includes a statement to that effect

8. Content of the IEP

Each IEP must include the following:

- a. A statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general curriculum, or for prekindergarten children, as appropriate, how the disability affects the student's participation in appropriate activities.
- b. A statement of measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum or for preschool children, as appropriate, to participate in appropriate activities and meeting each of the student's other educational needs that result from the student's disability.
- c. A description of benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability, at the discretion of the IEP team.
- d. A statement of the special education and related services, and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student.
- e. A statement of the classroom accommodations, modifications, or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals; be involved and progress in the general curriculum; to participate in extracurricular and other nonacademic activities; and to be educated and participate with other students with disabilities and nondisabled students in the activities described in this section. (A parent must provide signed consent for a student to receive instructional accommodations that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations.)
- f. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class or in the activities described above.
- g. A statement addressing any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the student on the statewide, standardized assessments or district assessments. Accommodations that negate the validity of a statewide assessment are not allowable in accordance with s. 1008.22, F.S. If the IEP team determines that the student will take the Florida Alternate Assessment instead of other statewide, standardized assessments or an alternate district assessment of student achievement, the IEP must include a statement of why the student cannot participate in other statewide, standardized assessments or district assessments and, if applicable why the particular district alternate assessment selected is appropriate for the student. If a student does not participate in the statewide, standardized assessment program as a result of being granted an extraordinary exemption in accordance with s. 1008.212, F.S., or a

medically complex exemption in accordance with s. 1008.22(9), F.S., the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation in accordance with s. 1008.22(3), F.S.

- h. The projected date for the beginning of the special education, services, accommodations, and modifications described and the anticipated frequency, location, and duration of those services.
- i. A statement of how the student's progress toward meeting the annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.
- j. A statement to identify any Career and Professional Education (CAPE) Digital Tools certificates and CAPE industry certifications the student seeks to attain before high school graduation.

9. Transitional needs addressed within IEP

- a. Before attaining the age of 14 years, in order to ensure quality transition planning and services, IEP teams shall begin the process of identifying transition services needs of students with disabilities, to include the following:
 - A statement of intent to pursue a standard high school diploma pursuant to s.1003.4282(1)-(9), (11), F.S., and a Scholar or Merit designation in accordance with s. 1003.425, F.S., as determined by the parent;
 - The preparation needed for the student to graduate from high school with a standard diploma and a Scholar or Merit diploma designation as determined by the parent; and
 - Consideration of the student's need for instruction or the provision of information in the area of self-determination and self-advocacy to assist the student to be able to actively and effectively participate in IEP meetings, so that needed postsecondary and career goals may be identified and in place by age 16 years.
- b. Beginning not later than the first IEP to be in effect when the student attains the age of 16, or younger if determined appropriate by the parent and the IEP team, the IEP must include the following statements that must be updated annually:
 - A statement of intent to receive a standard high school diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements in s. 1003.4282, F.S. This requirement does not apply if the student entered Grade 9 prior to the 2014-2015 school year and is pursuing a special diploma in accordance with the student's IEP;
 - A statement of the outcomes and the additional benefits expected by the parent and the IEP team at the time of the student's graduation.
 - A statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills and the transition services, including courses of study needed to assist the student in reaching those goals.
 - If a participating agency responsible for transition services, other than the school district, fails to provide the transition services described in the IEP, the school district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP. However, this does not relieve any participating agency, including the Division of Vocational Rehabilitation Services (VR), of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.
- c. Any change in the IEP for the goals specified in b) must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.
- d. Beginning at least one year before the student's eighteenth birthday, a statement that the student has been informed of his or her rights that will transfer from the parent to the student on reaching the age of majority, which is 18 years of age.
- e. Beginning with the 2015-2016 school year, a statement identifying Career and Professional Education (CAPE) digital tool certificates and the CAPE industry certifications that the student seeks to attain before high school graduation, if any, pursuant to s. 1003.4203, F.S.

- f. For students whose eligibility terminates due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under State law, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which should include recommendations on how to assist the student in meeting the postsecondary and career goals.

10. Requirements for a Standard Diploma are found in s. 1003.4282, F.S., and Rule 6A-6.03028, F.A.C.

11. High School Graduation Requirements for Students with Disabilities

a. General requirements.

Beginning in the 2014-2015 school year, students with disabilities entering Grade 9 may attain a standard diploma and earn standard diploma designations by meeting the requirements in ss. 1003.4282(1)-(9) or 1002.3105(5), or 1003.4282(10) and 1003.4285, F.S. Nothing contained in Rule 6A-1.09963, F.A.C., shall be construed to limit or restrict the right of a student with a disability solely to the options described in Rule 6A-1.09963, F.A.C. A certificate of completion will be awarded to students who earn the required 18 or 24 credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with s. 1008.22(3)(c) 2., F.S., or participation in a statewide assessment has been exempted in accordance with s. 1008.212, F.S., or s. 1008.22(9), F.S. Students who entered grade nine before the 2014-2015 school year and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma or a special certificate of completion.

b. Definitions from Rule 6A-1.09963, F.A.C.

i. Access courses. Access courses are approved by the State Board of Education and are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C. Access courses are based on the access points. Access points are academic expectations intended only for students with significant cognitive disabilities and are designed to provide these students with access to the general curriculum.

ii. Alternate Assessment. In accordance with s. 1008.22(3)(c), F.S., an alternate assessment is a statewide standardized assessment designed for students with significant cognitive disabilities in order to measure performance on the access points.

iii. Employment transition plan. A plan that meets the requirements found in s. 1003.4282(10)(b)2.d., F.S. This plan is separate from the IEP.

iv. Eligible career and technical education (CTE) course. Eligible CTE courses include any exceptional student education (ESE) or general education CTE course that contains content related to the course for which it is substituting. Modifications to the expectations or outcomes of the curriculum, known as modified occupational completion points (MOCPs), are allowable and may be necessary for a student who takes access courses and participates in the alternate assessment. Modifications may include modified course requirements. Modifications to curriculum outcomes should be considered only after all appropriate accommodations are in place. MOCPs must be developed for students in conjunction with their IEP and must be documented on the IEP. Course outcomes may be modified through the IEP process for secondary students with disabilities who are enrolled in a postsecondary program if the student is earning secondary (high school) credit for the program.

c. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Rule 6A-1.0943(5), F.A.C., and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in s. 1003.4282(1)-(9), F.S., or s. 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area, or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

i. Eligible CTE courses, as defined in Rule 6A-1.09963(2)(d), F.A.C., may substitute for Access English IV; one mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one science credit, with the exception of Access Biology; and one social studies credit, with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

- ii. Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History.
 - iii. A score of at least 4 on the Florida Alternate Assessments in reading and math must be attained, until replaced by the Grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with s. 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in s. 1003.572, F.S.
 - iv. For those students whose performance on standardized assessments is waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples, and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community-based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.
- d. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in s. 1003.4282(1)-(9), F.S., or s. 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
- i. Eligible CTE courses, as defined in Rule 6A-1.09963(2)(d), F.A.C., may substitute for English IV; one mathematics credit, with the exception of Algebra and Geometry; one science credit, with the exception of Biology; and one social studies credit, with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
 - ii. Students must earn a minimum of one-half credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in s. 1003.4282(10)(b)2.d., F.S., for the equivalent of at least one semester. Additional credits in employment-based courses are permitted as electives.
 - iii. Documented achievement of all components defined in s. 1003.4282(10)(b)2.b., F.S., on the student's employment transition plan.
- e. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in s. 1003.572, F.S.
- f. Deferral of receipt of a standard diploma. A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at s. 1003.4282(10)(c), F.S.
- i. The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of 18 for whom rights have transferred in accordance with Rule 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.
 - a. The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.
 - b. School districts must inform the parent and the student, in writing, by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free

appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

c. The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.

ii. A student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns 22.

The repeal of s. 1003.438, F.S., effective July 15, 2015, does not apply to a student with a disability as defined in s. 1003.438, F.S., whose individual educational plan, as of June 20, 2014, contains a statement of intent to receive a special diploma. Such student shall be awarded a special diploma in a form prescribed by the Commissioner of Education if the student meets the requirements specified in s. 1003.438, F.S., and in effect as of June 20, 2014. Any such student who meets all special requirements of the district school board in effect as of June 20, 2014, but who is unable to meet the appropriate special state minimum requirements in effect as of June 20, 2014, shall be awarded a special certificate of completion in a form prescribed by the Commissioner of Education.

12. Separate parental consent for specific actions included in an IEP

In accordance with s. 1003.5715, F.S., effective July 1, 2013, separate parental consent for the following actions in a student's IEP is required:

- a. Administration of an alternate assessment pursuant to s. 1008.22, F.S., and instruction in the state standards access points curriculum.
- b. Placement of the student in an ESE center school.

The district must use the following forms adopted by FDOE for obtaining consent.

- o Parental Consent Form: Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration
- o Parental Consent Form: Student Placement in an Exceptional Education Center

In accordance with 34 CFR §300.503, each consent form must be provided in the parent's native language as defined in 34 CFR §300.29. Consent forms can be accessed at the following link: <http://www.fldoe.org/ese/>. A district may not proceed with the actions described above unless the district documents reasonable efforts to obtain the parent's consent and the student's parent has failed to respond or the district obtains approval through a due process hearing.

Except for a disciplinary change in placement as described in s. 1003.57(1)(h), if a district determines that there is a need to change a student's IEP related to administration of the alternate assessment, instruction in the access points curriculum, or ESE center school placement, the school must hold an IEP team meeting that includes the parent to discuss the reason for the change. The school shall provide written notice to the parent at least 10 days before the meeting, indicating the purpose, time, and location of the meeting and who, by title or position, will attend the meeting. The IEP team meeting requirement may be waived by informed consent of the parent after the parent receives the written notice.

For a change in a student's IEP related to administration of the alternate assessment, instruction in access points curriculum, or ESE center school placement, the district may not implement the change without parental consent unless the district documents reasonable efforts to obtain the parent's consent and the student's parent has failed to respond or the district obtains approval through a due process hearing and resolution of appeals.

13. Least restrictive environment (LRE) and placement determinations:

- o To the maximum extent appropriate, students with disabilities, including those in public or private institutions or other facilities, are educated with students who are not disabled. A school district shall use the term "inclusion" to mean that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and

have knowledge and support available to enable them to effectively teach all children; and a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

Section 1003.57(1)(f), F.S., requires that, once every three years, each school district and school must complete a Best Practices in Inclusive Education (BPIE) assessment. The BPIE is an internal assessment process designed to facilitate the analysis, implementation and improvement of inclusive educational practices. The results of this process, including all planned short- and long-term improvement efforts, must be included in the school district's ESE policies and procedures.

The district completed the BPIE.

Date completed (Please upload the district's BPIE action plan that must include all short- and long-term improvement efforts, in Appendix F).

March 30th, 2017

The anticipated date for the triennial BPIE assessment, if known.

March 25th, 2020

- o Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; and
- o A continuum of alternative placements must be available to meet the needs of students with disabilities for special education and related services, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. A school district must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

Describe the district's continuum of alternative placements (e.g., instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions). If your district contracts with another district to provide a placement option, please indicate this as well.

The services that each student will receive is determined by the student's Individual Educational Plan committee. The services provided by our district include: Instruction in regular classes: Consultation - Consultation services may be direct and/or indirect services provided to a student with a disability who attends regular education classes and/or to the student's regular education teachers. Resource Room - Students receive instruction in a regular class placement the majority of the day and in a special education classroom for part of the day. Separate class placement - Students receive specialized instruction in a separate classroom (in a regular school) for the majority of the day. Separate Day School - Students (approximately 25 - 30 students district-wide) with an Emotional Behavioral Disability receive instruction in a school separate from a regular school. Florida State Hospital - A very small number of students receive Exceptional Student Education services in this hospital setting. Hospital/Homebound - Students who are disabled or ill and cannot benefit from appropriate public schooling are provided instruction in their home setting or hospital as needed. Multi-District Agreement with Leon County School District - This agreement provides students who are Dual-Sensory Impaired to receive appropriate services.

Describe the district's procedures regarding provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

Based on the student's Individual Educational Plan, the student may receive the following services: Resource Room - Students receive instruction in a regular class placement for the majority of the day, and specialized instruction for part of the day. Itinerant Instruction - Students in regular class placement receive in-class support or pull-out services that support and supplement the instruction received in the regular class placement. Related Services (Itinerant Services)- Related services are recommended by the IEP committee in order to meet the specific needs of a student with a disability. Related Services include, but are not limited to: -Language Therapy -Speech Therapy - Occupational Therapy -Physical Therapy -Vision Services -Orientation/Mobility

- o In determining the educational placement of a student with a disability, including a preschool child with a disability, each school district must ensure that:

- The placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
 - The placement decision is made in accordance with the LRE provisions listed above.
 - The student's placement is determined at least annually, is based on the student's IEP, and is as close as possible to the student's home.
 - Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled.
 - In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he or she needs.
 - A student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- o In providing or arranging for the provision of nonacademic and extracurricular services and activities (including meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the school district and assistance in making outside employment available), each school district must ensure that each student with a disability participates with students who are not disabled to the maximum extent appropriate to the needs of the student. The school district must ensure that each student with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.

14. Review and revision of the IEP

The district ensures that the IEP team:

- a. Reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved
- b. Revises the IEP as appropriate to address:
 - Any lack of expected progress toward the annual goals and in the general curriculum, if appropriate
 - Results of any reevaluation conducted
 - Information about the student provided to or by the parents
 - The student's anticipated needs or other matters
 - Consideration of the factors described earlier in subsection 7.a)– l)
- c. Responds to a parent's right to ask for revision of the student's IEP
- d. Encourages the consolidation of reevaluation meetings for the student and other IEP team meetings for the student, to the extent possible

15. Changes to the IEP

Generally, changes to the IEP must be made by the entire IEP team at an IEP team meeting and may be made by amending the IEP rather than by redrafting the entire IEP. However, in making changes to the IEP after the annual IEP team meeting for a school year, the parent and school district may agree not to convene an IEP team meeting for purposes of making those changes, and instead may develop a written document to amend or modify the student's current IEP. If changes are made to the student's IEP without a meeting, the district must ensure that the student's IEP team is informed of those changes. Upon request, a parent will be provided a revised copy of the IEP with the amendments incorporated. In addition, the following changes to the IEP and decisions made by the IEP team must be approved by the parent or the adult student, if rights have transferred, in accordance with Rule 6A-6.03311(8), F.A.C. Such changes are subject to an independent reviewer selected by the parent as provided in s. 1003.572, F.S., and include:

- a. Changes to the postsecondary or career goals; and,

b. Beginning with students entering Grade 9 in the 2014-2015 school year, changes in the selected graduation option specified in the student's IEP and any waiver of statewide standardized assessment results made by the IEP team in accordance with the provisions of s. 1008.22(3)(c), F.S.

16. Students with disabilities in adult prisons

The requirements relating to participation in general assessments do not apply to students with disabilities who are convicted as adults under state law and incarcerated in adult prisons. In addition, the requirements relating to transition planning and services do not apply with respect to those students whose eligibility for services under Part B of IDEA will end because of their age before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release. The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. The requirements relating to the IEP content and LRE do not apply with respect to such modifications.

17. IEP implementation and accountability

The school district is responsible for providing special education to students with disabilities in accordance with the students' IEPs. However, it is not required that the school district, teacher, or other person be held accountable if a student does not achieve the growth projected in the annual goals and benchmarks or objectives. An IEP must be in effect before special education and related services are provided to an eligible student and will be implemented as soon as possible following the IEP team meeting. In addition, the IEP will be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. All teachers and providers will be informed of their specific responsibilities related to the implementation of the IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. The district must make a good faith effort to assist the student in achieving the goals and objectives or benchmarks listed on the IEP.

18. IEPs and meetings for students with disabilities placed in private schools or community facilities by the school district

If a student with a disability is placed in a private school by the school district, in consultation with the student's parents, the school district will ensure that the student has the same rights as a student with a disability served by the school district. Before placing the student, the school district initiates and conducts a meeting to develop an IEP or IFSP for the student. The district will ensure the attendance of a representative of the private school at the meeting. If the representative cannot attend, the district will use other methods to ensure participation by the private school, including individual or conference telephone calls. After a student with a disability enters a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the school district. However, the school district must ensure that the parents and a school district representative are involved in decisions about the IEP and agree to proposed changes in the IEP before those changes are implemented by the private school. Even if a private school or facility implements a student's IEP, responsibility for compliance with state board rules remains with the school district. These requirements apply only to students who are or have been placed in or referred to a private school or facility by a school district as a means of providing FAPE. If placement in a public or private residential program is necessary to provide special education to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the student.

19. Access to instructional materials

The school district will take all reasonable steps to provide instructional materials in accessible formats to students with disabilities who need those instructional materials at the same time as other students receive instructional materials.

20. Physical education

Physical education services, specially designed if necessary, must be made available to every student with a disability receiving FAPE, unless the school district does not provide physical education to students without disabilities in the same grades. Each student with a disability will be afforded the opportunity to participate in the regular physical education program available to nondisabled students unless the student is enrolled full-time in a separate facility or the student needs specially designed physical education, as prescribed in the student's IEP. If specially designed physical education is prescribed in a student's IEP, the school district will provide the services directly or make arrangements for those services to be provided through other public or private programs. The school district responsible for the education of a student with a disability who is enrolled in a separate facility must ensure that the student receives appropriate physical education services in compliance with the section.

21. Treatment of charter school students

Students with disabilities who attend public charter schools and their parents retain all rights under Rules 6A-6.03011 through 6A-6.0361, F.A.C. The school district will serve students with disabilities attending those charter schools in the same manner as the district serves students with disabilities in its other schools. This includes the following:

- a. Providing supplementary and related services on site at the charter school to the same extent to which the school district has a policy or practice of providing such services on the site to its other public schools
- b. Providing funds under Part B of the IDEA to those charter schools on the same basis as the school district provides funds to the school district's other public schools:
 - i. Including proportional distribution based on relative enrollment of students with disabilities
 - ii. At the same time as the school distributes other federal funds to its other public schools

22. Program options

The school district must take steps to ensure that students with disabilities have available to them the variety of educational programs and services available to nondisabled students in the area served by the school district, including art, music, industrial arts, consumer and homemaking education, and career and technical education.

The school district has the option to include additional information regarding the development and implementation of IEPs.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section D: Discipline

Statutory and Regulatory Citations

34 CFR §§300.530–300.537

Sections 893.02, 893.03, 1002.20, 1002.22, 1003.01, 1003.31, 1003.57, and 1006.09, F.S.

Rules 6A-1.0955, 6A-6.03011 through 6A-6.0361 and 6A-6.03312, F.A.C.

Definitions

1. Change of placement because of disciplinary removals

For the purpose of removing a student with a disability from the student's current educational placement as specified in the student's IEP under Rule 6A-6.03312, F.A.C., a change of placement occurs with **either** of the following:

- a. The removal is for more than 10 consecutive school days.
- b. The student has been subjected to a series of removals that constitutes a pattern that is a change of placement because the removals cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another. A school district determines on a case-by-case basis whether a pattern of removals constitutes a change of placement, and this determination is subject to review through due process and judicial proceedings.

2. Controlled substance

A controlled substance is any substance named or described in Schedules I–V of s. 893.03, F.S.

3. Illegal drug

An illegal drug means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under the Controlled Substances Act, 21 U.S.C. 812(c), or under any other provision of federal law.

4. Serious bodily injury

Serious bodily injury means bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

5. Weapon

Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade that is less than two and a half inches in length.

6. Manifestation determination

A manifestation determination is a process by which the relationship between the student's disability and a specific behavior that may result in disciplinary action is examined.

7. Interim alternative educational setting (IAES)

An interim alternative educational setting is a different location where educational services are provided for a specific time period due to disciplinary reasons and that meets the requirements of Rule 6A-6.03312, F.A.C.

Procedures

1. For students with disabilities whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior, will be considered in the development of their IEPs. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in Rule 6A-6.03312, F.A.C., is appropriate for a student with a disability who violates the Code of Student Conduct.

Describe the district's procedures for providing information and training regarding positive behavioral interventions and supports.

-The district provides information and training to all personnel who provide services and supports to students with disabilities. Persons receiving training include ESE teachers, general education teachers, paraprofessionals, guidance counselors, behavior specialists, school psychologists, program specialists and school administrators. Generally the following trainings are provided: -Updates on rules/regulations governing students with disabilities -Individual and group training in discipline and behavior management -Trainings on conducting Functional Behavior Assessments and developing Behavior Intervention Plans -Trainings on Developing Behavior Management Plans - Trainings on Positive Behavior Management in the Classroom -Trainings on Accommodations, Modifications and Strategies for Students with Discipline Problems -Trainings specific to students with Autism -CPI Training -Trainings and information are provided by Florida Diagnostic and Learning Resources System (FDLRS), Partnership for Effective Programs for Students with Autism (PEPSA), Center for Autism and Related Disorders (CARD), Behavior Consultants/Counselors and ESE district support staff. In addition, the Institute for Small and Rural Districts (ISR) provides trainings throughout the school year. Information regarding trainings is provided to appropriate personnel and the district supports their participation. -Teachers, school administrators and support staff receive on-going information and support from Behavior Specialists, Behavior Analysts and/or Mental Health Counselors. All schools are able to access additional Behavior Management and Consultation services by completing a request to the ESE/Student Services Director. -Schools have MTSS/Problem-Solving teams that meet to identify and address behavioral needs of individual students. Interventions are put in place based on the review of data and student needs.

Describe how the district addresses behavior in the development of the IEP for students with disabilities whose behavior impedes their learning or the learning of others.

In the case of a student with a disability whose behavior impedes his or her learning or that of others, the Individual Educational Plan (IEP) team, in developing the student's IEP, will consider, if appropriate, strategies including positive behavioral interventions, supports, and other strategies to address that behavior. If the IEP team determines that such services are needed, they will be added to the IEP and will be provided. The IEP team will show evidence that the behavior is being addressed (e.g., documentation of problem-solving/response to intervention or instruction process, evidence in the student's discipline file, positive behavior intervention plan) and annual goals, if applicable, or services to address the behaviors.

2. Authority of school personnel

Consistent with the school district's Code of Student Conduct and to the extent that removal would be applied to nondisabled students, school personnel:

- a. May remove a student with a disability, who violates a code of student conduct, from the student's current placement for not more than 10 consecutive school days
- b. May remove a student with a disability, for not more than 10 consecutive school days in that same school year, for separate incidents of misconduct, as long as those removals do not constitute a change in placement, as defined in Rule 6A-6.03312,

Describe the district's procedures for monitoring out-of-school suspensions, to include the review of suspension and expulsion data.

-A monthly report detailing the number of Out-of-School and In-school Suspensions is generated by the district's Management Information Systems department. This report is given to each program specialist (district-level personnel) and school-level administrators to review. The data is reviewed to ensure that students do not receive more than 10 days out of school suspension for the school year. -If the school has not notified the program specialist prior to the eighth cumulative day of suspension, the program specialist will request a manifestation where it will be determined if there is a pattern of removals constituting a change in placement, a need to conduct a Functional Behavioral Assessment, a need to develop or revise a Behavior Intervention Plan, or a need for an Individual Educational Plan review to address the behavior (s) of concern. -If a student is suspended from school based on a zero-tolerance offense and expulsion may be a possibility, the school level administrators submit a packet to the Assistant Superintendent's office requesting a hearing/manifestation determination. The Assistant Superintendent's secretary notifies the ESE Director and Program Specialists. A hearing/manifestation determination is held by the student's fifth day of suspension from school.

Describe the district's procedures for determining whether a pattern of removals constitutes a change of placement (See Definitions 1 a-b).

The student is subject to a series of removals that constitute a pattern because they accumulate to more than 10 school days in a school year and because of factors such as the length of each removal, the total amount of time the student is removed or the proximity of the removals to one another. To determine if a pattern of removals constitute a change in placement, school personnel with authority to suspend, will exercise this authority on a case-by-case basis by conducting a review of the description of: 1)the behavior/incident that is currently subject to disciplinary removal and the proposed suspension; and 2)the behaviors/incidents subjected to disciplinary removal for current school year. The date and description of the behavior/incident subject to discipline will be reviewed, including the number of days of suspension (length of removal); the cumulative days of suspension (total amount of time student has been removed); and the proximity of removals to one another (number of days, weeks, or months since the last incident). School personnel will consider the above factors in making a determination of pattern of removals on a case-by-case basis.

3. Manifestation determination

A manifestation determination, consistent with the following requirements, will be made within 10 school days of any decision to change the placement of a student with a disability because of a violation of a Code of Student Conduct.

- a. In conducting the review, the school district, the parent, and relevant members of the IEP team (as determined by the parent and the school district):
 - Will review all relevant information in the student's file, including any information supplied by the parents of the student, any teacher observations of the student, and the student's current IEP
 - Will determine whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or whether the conduct in question was the direct result of the school district's failure to implement the IEP
- b. If the school district, the parent, and relevant members of the IEP team determine that the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or that the conduct in question was the direct result of the school district's failure to implement the IEP, the conduct will be determined to be a manifestation of the student's disability and the school district will take immediate steps to remedy those deficiencies.
- c. If the school district, the parent, and relevant members of the IEP team determine that the conduct was a manifestation of the student's disability, the IEP team will either:
 - Conduct a functional behavioral assessment (FBA), unless the school district had conducted an FBA before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the student; or
 - If a BIP has already been developed, review and modify it, as necessary, to address the behavior; and

- Except as provided in 6. below, return the student to the placement from which the student was removed, unless the parent and the school district agree to a change in placement as part of the modification of the BIP.
- d. For disciplinary changes of placement, if the behavior that gave rise to the violation of a Code of Student Conduct is determined not to be a manifestation of the student's disability, the relevant disciplinary procedures applicable to nondisabled students may be applied to the student in the same manner and for the same duration in which they would be applied to nondisabled students, except that services necessary to provide FAPE will be provided to the student with a disability, as described in 5. below.
- e. If a parent disagrees with the manifestation determination decision made by the IEP team pursuant to this rule, the parent may appeal the decision by requesting an expedited due process hearing as described in 7. below.

Describe the district's procedures for scheduling manifestation determination reviews within required timelines and determining participants for these reviews.

-Once the ESE Program Specialist has been notified (by the lead ESE teacher or school administrator) that further suspension of a student who has already been suspended for 8 days in a school year is being considered, a meeting to make a manifestation determination will be convened. -The ESE Program Specialist, school-level administrator and lead ESE teacher will determine the relevant members of the team (including the parent and student) and invite them to participate in the manifestation determination. The meeting is convened no later than 10 days (giving the parent a reasonable notice) after the ESE Program Specialist has been notified that a change of placement beyond 10 days in the school year is contemplated. A Manifestation Determination will be made within 10 school days of any decision to change the placement of a student with a disability who has violated the code of student conduct. -If a student is suspended from school based on a zero-tolerance offense and expulsion may be a possibility, the school level administrators submit a packet to the Assistant Superintendent's office requesting a hearing/manifestation determination. The Assistant Superintendent's secretary notifies the ESE Director and Program Specialists. A hearing/manifestation determination is held by the student's fifth day of suspension from school.

Describe the district's procedures for initiating and conducting FBAs and BIPs in a timely manner.

-If it is determined (during a Manifestation Determination Hearing) that a student's conduct is a manifestation of the student's disability and no FBA or BIP is in place, consent to conduct an FBA will be requested at the time of the meeting. Consent for an FBA will be forwarded to the School Psychologist and the Functional Behavior Assessment will be completed within five days after the meeting. Data and information obtained from the FBA will be used to develop a BIP.

Describe the district's procedures for providing training regarding conducting FBAs and developing and implementing BIPs.

-The district provides trainings on how to conduct FBAs and BIPs. Teachers are trained in small groups by ESE staff. School Psychologists and Behavior Analysts also complete FBAs and BIPs and provide support to teachers in completing the process.

Describe the district's procedures for providing FAPE for students when the behavior is determined not to be a manifestation of the student's disability

-If the team determines that the behavior is not a manifestation of the student's disability, the team may decide to extend the suspension beyond the days that the student has already been suspended (not to exceed 10 days). Based on the nature and severity of the offense, the team will review the student's IEP and determine if the IEP and placement meet the student's needs. The district's practice (in as many instances as possible) is to use alternative placements rather than expulsion of students. Students may be expelled from their home school to an alternative school where they will receive required services. In an alternative placement, the student with disabilities will continue to receive educational services to (1) enable the student to continue to participate in the general curriculum; although in another setting, (2) progress toward meeting the goals in the student's IEP; and (3) receive as appropriate; a functional behavior assessment and positive behavior intervention plan designed to address the behavior violation.

Describe the district's procedures for requesting an expedited due process hearing when parents disagree with a manifestation determination.

-If it is deemed necessary, the district will request an expedited due process hearing when parents disagree with a manifestation determination. The request will be forwarded to Florida's Division of Administrative Hearings (DOAH) with a copy to FDOE. -In all cases the IEP team (which includes the parent) determines need for additional services including counseling, psychiatric evaluation or additional programs to address the behavior problems. -The parent of a student with a disability may request an expedited due process hearing when they disagree with a manifestation determination following the guidelines in the Procedural Safeguards given to the parent with the meeting notice.

4. On the date a decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the school district will notify the parent of the removal decision and provide the parent with a copy of the notice of procedural safeguards.

5. Providing FAPE for students with disabilities who are suspended or expelled or placed in an IAES

a. A school district is not required to provide services to a student with a disability during removals totaling 10 school days or fewer in that school year if services are not provided to nondisabled students who are similarly removed.

b. Students with disabilities who are suspended or expelled from school or placed in an IAES will continue to receive educational services in accordance with s. 1003.01, F.S., including homework assignments, to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP and receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications designed to address the behavior violation so that it does not reoccur.

c. After a student with a disability has been removed from the current placement for 10 school days in the school year, if the current removal is not more than 10 consecutive school days and is not a change of placement under this rule, school personnel, in consultation with at least one of the student's special education teachers, will determine the extent to which services are needed to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.

d. If the removal is a change of placement under Rule 6A-6.03312, F.A.C., the student's IEP team determines appropriate services under b) above.

Describe the district's procedures for providing FAPE for students with disabilities who are suspended or expelled or placed in an IAES.

-Students with disabilities who are suspended from school and placed in an Interim Alternative Educational Setting (IAES) will continue to receive appropriate educational services as indicated on the IEP that will enable the student to continue to participate in the general curriculum and progress toward meeting the goals of the student's IEP. The IEP team will determine if additional supports and services are needed which could include a Functional Behavior Assessment (FBA), Behavioral Intervention Plan (BIP) and/or counseling designed to address the behavior violation. -Students who have been suspended or expelled and placed in an alternative setting may have their IEPs revised to indicate Home Instruction. These revisions may be made when students have not responded to specialized instruction for a specified period of time. If the student has had reoccurring behavior issues in multiple assignments ranging from a self-contained class in a regular school to an alternative school or to a separate day school, home instruction may be appropriate. The student will receive services from a certified ESE teacher in order for the student to continue to work toward his/her IEP goals and objectives.

Describe the district's procedures for providing training and supports for staff members who provide services to students with disabilities who are suspended or expelled or placed in an IAES.

Supports and Training for the staff include: -Teachers participate in CPI Training conducted by FDLRS -Teachers and administrators are provided Positive Behavior Support training -Teachers will receive additional resources and materials to use in their classrooms -Teachers will receive guidance by a behavior specialist who is housed at the alternative school -Teachers and staff are provided support and guidance during the MTSS/Problem Solving team meetings to determine appropriate interventions for students

6. Special circumstances and interim alternative educational settings

- a. School personnel may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
- Carries a weapon to or possesses a weapon at school, on school premises, or to a school function under the jurisdiction of an SEA or a school district;
 - Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of an SEA or a school district; or
 - Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or a school district.
- b. On the date that a decision is made to make a removal that constitutes a change of placement because of a violation of a code of student conduct, the school district will notify the parent of that decision and provide the parent with a copy of the notice of procedural safeguards.

Describe the district's procedures for notifying parents on the date that a decision is made to make a removal that constitutes a change of placement and providing parents with a copy of the notice of procedural safeguards on this date.

The principal of the school where the student is enrolled will immediately suspend the student for a maximum of five school days. On the first day of the student's suspension, a copy of the procedural safeguards is sent to the parents along with a notice of a hearing/manifestation determination meeting. The meeting notification and procedural safeguard will be sent by mail or delivered by a school resource officer. A hearing and manifestation determination is scheduled and held within five school days. If a zero tolerance offense was committed and the student violated the Code of Student Conduct in regards to weapons, drugs or serious bodily harm, a change of placement to an IAES may be made for not more than 45 school days. The parent or guardian is in attendance during the hearing and manifestation determination meeting and receives written documentation of the removal. If the parent is not present (which is an extreme exception), a letter is hand delivered to the parent by a school resource officer or school administrator. Each notice has a copy of the Procedural Safeguards. -If the maximum 5 days suspension is beyond 10 previous days of suspension, the letter will be mailed by certified mail (if the parent cannot be reached). Documentation of the certified mail will be kept in the student's ESE file.

Describe the district's procedures for tracking students' removals to an IAES to ensure that the 45 school-day limit is maintained.

Immediately following the hearing, an IEP meeting will be convened. The 45-school day duration of the IEP and services is included in the initiation/duration section of the IEP. Prior to the expiration of the 45-school day placement, the IEP team is reconvened to review the IEP and determine appropriate placement and services. The Program Specialist provides both the principal of the IAES and the principal of the student's home school with the date of the student's return to his home school.

7. Appeal and expedited hearings

- a. An expedited hearing may be requested by:
- The student's parent, if the parent disagrees with a manifestation determination or with any decision not made by an administrative law judge (ALJ) regarding a change of placement under Rule 6A-6.03312, F.A.C.
 - The school district, if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others
- b. The school district may repeat the procedures for expedited hearings if it believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.
- c. Expedited due process hearings requested under this subsection will be conducted by an ALJ for the Division of Administrative Hearings, Department of Management Services, on behalf of the Department of Education, and will be held at the request of either the parent or the school district regarding disciplinary actions. These hearings will meet the requirements prescribed in Rules 6A-6.03011 through 6A-6.0361, F.A.C., except that the hearing will occur within 20 school days of the date the request for due process is filed and an ALJ will make a determination within 10 school days after the hearing. In addition, unless the parents and the school district agree in writing to waive the resolution meeting described herein or agree to use the mediation process set forth in these rules:
- A resolution meeting will occur within seven days of receiving notice of the request for expedited due process hearing

- The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the request for an expedited due process hearing
- d. The decision of the ALJ rendered in an expedited hearing may be appealed by bringing a civil action in a federal district or state circuit court, as provided in s. 1003.57(1)(b), F.S.

Describe the district's procedures for setting up resolution meetings within seven days of receiving notice of a request for an expedited due process hearing.

The Director of Exceptional Student Education will be notified by the principal of the student's school by phone that the parent has requested an expedited due process hearing. The principal will send a copy of the written request to the district's ESE Director. The Director will immediately select a date for the meeting and notify the parents and other participants of the date. The parent is requested to indicate if the date is adequate and modifications are made if needed. The meeting will be held within 7 days of the district's receipt of notice of the request for an expedited due process hearing.

8. Authority of an Administrative Law Judge

An ALJ hears and makes a determination regarding an appeal and request for expedited due process hearing under this subsection and, in making the determination:

- a. An ALJ may return the student with a disability to the placement from which the student was removed if the ALJ determines that the removal was a violation of Rule 6A-6.03312, F.A.C., or that the student's behavior was a manifestation of the student's disability; or
- b. Order a change of placement of the student with a disability to an appropriate IAES for not more than 45 school days if the ALJ determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

The procedures under this subsection may be repeated if a school district believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

9. Student's placement during appeals or expedited due process proceedings

When an appeal as described in 7. above has been made by either the parent or the school district, the student will remain in the IAES determined by the IEP team pending the decision of the ALJ or until the expiration of the time period specified by school personnel, including expulsion for a student where no manifestation was found, unless the parent and the Department of Education or school district agree otherwise.

10. Protections for students not determined eligible for special education and related services

A regular education student who has engaged in behavior that violated a code of student conduct may assert any of the protections afforded to a student with a disability under Rule 6A-6.03312, F.A.C. if the school district had knowledge of the student's disability before the behavior that precipitated the disciplinary action occurred.

a. Basis of knowledge

A school district is deemed to have knowledge that a student is a student with a disability if:

- The parent has expressed concern in writing to supervisory or administrative personnel of the appropriate school district, or a teacher of the student, that the student needs special education and related services; or
- The parent has requested an evaluation to determine whether the student is in need of special education and related services; or
- The teacher of the student, or other school district personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the school district's special education director or to other supervisory school district personnel.

b. Exception

A school district would not be deemed to have knowledge of a disability (see above) if:

- The parent of the student has not allowed an evaluation to determine if the student is an eligible student with a disability;

- The parent of the student has refused to provide consent for initial provision of special education and related service;
- The parent of the student revoked consent for the student to receive special education and related services; or
- The school district conducted an evaluation in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C., and determined that the student was not a student with a disability.

c. Conditions that apply if no basis of knowledge

- If the school district has no knowledge that the student is a student with a disability prior to disciplinary action, the student may be disciplined in the same manner as a nondisabled student who engages in comparable behaviors.
- If an evaluation request is made for the student during the time period of the disciplinary action, the evaluation will be conducted in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the student is determined to be a student with a disability, taking into consideration information from the evaluation and information provided by the parents, the school district will provide special education and related services consistent with the requirements of Rule 6A-6.03312, F.A.C.

11. Nothing in Rule 6A-6.03312, F.A.C., prohibits a school district from reporting a crime committed by a student with a disability to appropriate authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability.

12. Student records in disciplinary procedures

Regarding the person making the final determination for the disciplinary action, school districts will ensure that the special education and disciplinary records of students with disabilities are transmitted, consistent with the provisions of 34 CFR §300.535(b), s. 1002.22, F.S., and Rule 6A-1.0955, F.A.C.:

Describe the district's procedures for ensuring that special education and disciplinary records of students with disabilities are transmitted to the person making the final determination regarding the disciplinary action.

Where a disciplinary change of placement is determined appropriate, the ESE Program Specialist will ensure that the IEP team has all relevant special education and disciplinary records. The IEP team makes the final disciplinary determination. In cases where a disciplinary action is considered that is not a change of placement, the administrator responsible for discipline will have access to special education and disciplinary records of the student. No "transmission" of records is necessarily involved. When a school reports a crime to appropriate authorities, the district conveys relevant information related to the student's disability, particularly the information necessary to protect the health or safety of the students or others.

13. Disciplinary records of students with disabilities

School districts will include in the records of students with disabilities a statement of any current or previous disciplinary action that has been taken against the student and transmit the statement to the same extent that the disciplinary information is included in, and transmitted with, the student records of nondisabled students.

- a. The statement may be a description of any behavior engaged in by the student that required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the student and other individuals involved with the student.
- b. If the student transfers from one school to another, the transmission of any of the student's records will include both the student's current IEP and any statement of current or previous disciplinary action that has been taken against the student.

Section E: Participation in State and District Assessments

Statutory and Regulatory Citations

34 CFR §300.320

Chapters 458 and 459, F.S.

Sections 1003.01, 1003.4282, 1003.428, 1003.43, 1003.433, 1007.02, 1008.22, 1008.212, 1008.25, and 1011.62, F.S.

Statewide, Standardized Assessment Program

1. Purpose

The student assessment program provides information about student mastery of grade-level state standards and to inform parents of their child's educational progress.

2. Student participation

- a. Each student with a disability has the opportunity to participate in the statewide standardized assessment program and any district-wide assessment of student achievement with allowable accommodations, if determined appropriate by the Individual Educational Plan (IEP) team and recorded on the student's IEP.
- b. Accommodations identified for testing situations are those identified in the test manual and regularly used by the student in the classroom.
- c. A parent must provide signed consent for a student to receive instructional accommodations not permitted on statewide standardized assessments and acknowledge, in writing, the implications of such accommodations.
- d. Students who are identified solely as gifted are not eligible for statewide standardized assessment accommodations.

3. Allowable accommodations

Allowable and appropriate accommodations for statewide standardized assessments are included in the test administration manual. Copies of current statewide standardized assessment test administration manuals published by the Florida Department of Education's Bureau of Assessment and School Performance, and Bureau of Exceptional Education and Student Services are available by contacting the Department of Education at <http://www.fldoe.org/asp>.

4. Waiver of assessment requirements

A student with a disability, as defined in s. 1007.02(2), F.S., for whom the IEP team determines that the statewide, standardized assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript.

Extraordinary Exemption for Students with Disabilities

In accordance with s. 1008.212, F.S., Students with disabilities; extraordinary exemption, a student with a disability may be eligible for an exemption from participation in statewide assessment.

1. Definitions:

- a. "Statewide standardized assessments" – Pursuant to s. 1008.22(3), F.S., the Commissioner of Education shall design and implement a statewide, standardized assessment program aligned to the core curricular content established in the Next Generation Sunshine State Standards. The commissioner also must develop or select and implement a common battery of assessment tools that will be used in all juvenile justice education programs in the state. These tools must accurately measure the core curricular content established in the Next Generation Sunshine State Standards. Participation in the assessment program is mandatory for all school districts and all students attending public schools, including adult students seeking a standard high school diploma under s. 1003.4282, F.S., and students in Department of Juvenile Justice education programs, except as otherwise provided by law. If a student does not participate in the assessment program, the school district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation.
- b. "Circumstance" means a situation in which accommodations allowable for use on the state-wide standardized assessment, a statewide standardized end-of-course assessment, or an alternate assessment pursuant to s. 1008.22(3)(c), F.S., are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program which lead to results that reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized end-of-course assessment, or an alternate assessment.

- c. "Condition" means an impairment, whether recently acquired or longstanding, which affects a student's ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide standardized assessment, an end-of- course assessment, or an alternate assessment would reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized end-of- course assessment, or an alternate assessment.
 - d. "Medical complexity" – Pursuant to s. 1008.22(9), F.S., a child with a medical complexity means a child who, based upon medical documentation from a physician licensed under Chapter 458 or chapter 459, F.S., is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living and lacks the capacity to take, or perform on, an assessment.
 - e. "Parent" – Pursuant to State Board of Education Rule 6A-6.03411(1)(bb), F.A.C., Parent means:
 - i. A biological or adoptive parent of a student;
 - ii. A foster parent;
 - iii. A guardian generally authorized to act as the student's parent, or authorized to make educational decisions for the student (but not the state if the student is a ward of the state);
 - iv. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the student lives, or an individual who is legally responsible for the student's welfare; or
 - v. A surrogate parent who has been appointed in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C.
2. A student with a disability for whom the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized end-of- course assessment, or an alternate assessment pursuant to s. 1008.22(3)(c), F.S., shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, F.A.C., is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.
3. The IEP team, which must include the parent, may submit to the district school superintendent a written request for an extraordinary exemption at any time during the school year, but not later than 60 days before the current year's assessment administration for which the request is made. A request must include all of the following:
- a. A written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills.
 - b. Written documentation of the most recent evaluation data.
 - c. Written documentation, if available, of the most recent administration of the statewide standardized assessment, an end-of- course assessment, or an alternate assessment.
 - d. A written description of the condition's effect on the student's participation in the statewide standardized assessment, an end-of- course assessment, or an alternate assessment.
 - e. Written evidence that the student has had the opportunity to learn the skills being tested.
 - f. Written evidence that the student has been provided appropriate instructional accommodations.
 - g. Written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP which are allowable in the administration of the statewide standardized assessment, an end-of- course assessment, or an alternate assessment in prior assessments.
 - h. Written evidence of the circumstance or condition as defined in section (1).
 - i. The name, address, and phone number of the student's parent.

4. Based upon the documentation provided by the IEP team, the school district superintendent shall recommend to the commissioner of education whether an extraordinary exemption for a given assessment administration window should be granted or denied. A copy of the school district's procedural safeguards as required in rule 6A-6.03311, F.A.C., shall be provided to the parent. If the parent disagrees with the IEP team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent. Upon receipt of the request, documentation, and recommendation, the commissioner shall verify the information documented, make a determination, and notify the parent and the district school superintendent in writing within 30 days after the receipt of the request whether the exemption has been granted or denied. If the commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's IEP. If the commissioner denies the exemption, the notification must state the reasons for the denial.
5. The parent of a student with a disability who disagrees with the commissioner's denial of an extraordinary exemption may request an expedited hearing. If the parent requests the expedited hearing, the Department of Education shall inform the parent of any free or low-cost legal services and other relevant services available in the area. The Department of Education shall arrange a hearing with the Division of Administrative Hearings, which must be commenced within 20 school days after the parent's request for the expedited hearing. The administrative law judges at the division shall make a determination within 10 school days after the expedited hearing. The standard of review for the expedited hearing is de novo, and the department has the burden of proof.

Exemption for a Child With Medical Complexity

In accordance with s. 1008.22, F.S., *Student assessment program for public school; Child with medical complexity, a child with a medical complexity* may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment (FAA), pursuant to the following provisions.

1. Child with a medical complexity

a. *Definition of child with medical complexity.* A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under chapter 458 or 459 is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment.

b. *Exemption options.* In accordance with Rule 6A-1.0943, F.A.C., if the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of the following three assessment exemption options.

i. One-year exemption approved by the district school superintendent. If the superintendent is provided written documentation of parental consent and appropriate medical documentation to support the IEP team's determination that the child is a child with medical complexity, then the superintendent may approve a one-year exemption from all statewide, standardized assessments, including the FAA. For all students approved by the district superintendent for a one-year exemption, the following information must be reported to the commissioner of education beginning June 1, 2015, and each June 1 thereafter:

- a. The total number of students for whom a one-year exemption has been granted by the superintendent; and
- b. For each student receiving an exemption, the student's name, grade level and the specific statewide standardized assessment(s) from which the student was exempted.

ii. One-, two-, or three-year or permanent exemption approved by the commissioner of education as described in s. 1008.22(9), F.S. In order for the commissioner to consider such an exemption, the following information must be submitted by the district superintendent to the commissioner of education no later than 30 calendar days before the first day of the administration window of the statewide standardized assessment for which the request is made:

- a. The student's name, grade level, and the statewide standardized assessment for which the exemption request is made;
- b. The name, address, and phone number of the student's parent;
- c. Documentation of parental consent for the exemption;
- d. Documentation of the superintendent's approval of the exemption;

e. Documentation that the IEP team considered and determined that the student meets the definition of medically complex as defined in s.1008.22(9), F.S.; and

f. Medical documentation of the student's condition as determined by a physician licensed in accordance with Chapter 458 or Chapter 459, F.S.

iii. Upon receipt of the request, documentation, and recommendation, the commissioner shall verify the information documented, make a determination, and notify the parent and the district school superintendent in writing within 20 calendar days after the receipt of the request whether the exemption has been granted or denied.

Alternate Assessment Based on Alternate Achievement Standards (AA-AAS)

1. Students with significant cognitive disabilities, for whom the statewide standardized assessment— even with allowable accommodations— is not appropriate, may be eligible to participate in the statewide assessment program through the AA-AAS.

2. Eligibility requirements

The decision that a student with a significant cognitive disability will participate in the statewide alternate assessment as defined in s. 1008.22(3)(c), F.S., is made by the IEP team and recorded on the IEP. The provisions with regard to parental consent for participation in the Florida Alternate Assessment in accordance with Rule 6A-6.0331(10), F.A.C., must be followed. The following criteria must be met:

- a. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials the student requires modifications as defined in Rule 6A-1.09401, F.A.C.; and
- b. The student requires direct instruction in academic areas of English language arts, math, social studies, and science based on access points pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings.

3. District and IEP team requirements

If it is determined by the IEP team using the Assessment Participation Checklist that the student will participate in the statewide assessment through the AA-AAS, the IEP will contain a statement of why the general assessment is not appropriate and why the AA-AAS is appropriate. It also will indicate that notification was made to the parent and that the implications of the student's nonparticipation in the statewide, standardized assessment program were provided. The Assessment Participation Checklist may be accessed at: <http://info.fl DOE.org/docu share/dsweb/Get/Document-7301/dps-2014-208.pdf>.

4. Administration of the AA-AAS

The assessment will be administered individually by the student's special education teacher. If this is not possible, the test administrator will be a certified teacher or other licensed professional who has worked extensively with the student. All individuals who administer the AA-AAS must be trained in administration procedures and receive annual update training.

Additional Information Required:

An alternate assessment is required for any district-wide assessment of student achievement that is not administered to students on alternate achievement standards.

The district administers district-wide assessment(s) of student achievement.

Yes

No

If yes, include the name of each district-wide assessment and whether or not the assessment is administered to students on alternate achievement standards. If the district-wide assessment is not administered to students on alternate achievement standards, identify the corresponding alternate assessment. (If your district uses a portfolio as a corresponding district alternate assessment, the data collected should be based on grade level Florida Alternate Achievement Standards. For portfolios, indicate what information is being collected, how the information is being recorded, what type of scoring rubric is being used and how the district ensures that all teachers are collecting the same information and scoring the data the same way.)

District-wide Assessment = Iready Corresponding Alternate Assessment = Brigance Comprehensive Inventory of Basic Skills - Revised (CIBS - R) District-wide Assessment = District Progress Monitoring Testing Corresponding Alternate Assessment = Brigance Comprehensive Inventory of Basic Skills - Revised (CIBS - R)

Section F: Eligibility Criteria for Prekindergarten Children with Disabilities

Statutory and Regulatory Citations

34 CFR §§300.25 and 300.101

Sections 1003.01, 1003.21, and 1003.57, F.S.

Rule 6A-6.03026, F.A.C.

Definition

A prekindergarten child with a disability is a child who meets the following criteria.

Eligibility Criteria

In accordance with s. 1003.21, F.S., a child is eligible for prekindergarten programs for children with disabilities based upon meeting the eligibility criteria for one or more specific exceptionalities listed below and upon meeting the age requirements shown.

1. The child is below three years of age and meets the criteria for eligibility for any of the following educational programs:
 - a. Deaf or hard of hearing
 - b. Visually impaired
 - c. Orthopedically impaired, other health impairment, or traumatic brain injury
 - d. Intellectual disabilities
 - e. Established conditions
 - f. Developmentally delayed
 - g. Dual-sensory impaired
 - h. Autism Spectrum Disorder
2. The child is age three through five years and meets the criteria for eligibility as a child with one or more of the following disabilities:
 - a. Intellectual disabilities
 - b. Speech and language impaired
 - c. Deaf or hard of hearing
 - d. Visually impaired
 - e. Orthopedically impaired, other health impairment, or traumatic brain injury
 - f. Emotional or behavioral disabilities
 - g. Specific learning disabilities
 - h. Homebound or hospitalized
 - i. Dual-sensory impaired
 - j. Autism Spectrum Disorder
 - k. Developmentally delayed

Child Evaluation

1. Evaluations are conducted in accordance with the requirements of rules for the eligibility areas listed in Sections 1 and 2 under *Eligibility Criteria*.

2. Existing screening and evaluation information available from agencies that previously served the child and family shall be used, as appropriate, to meet evaluation criteria for the rules for the eligibility areas listed in Section 1 and 2.

Instructional Program

In regards to a child who is eligible for admission to public kindergarten in accordance with Section 1003.21, F.S., an eligible prekindergarten child with a disability may receive instruction for one additional school year in a prekindergarten classroom in accordance with the child's Individual Educational Plan (IEP) or Individualized Family Support Plan (IFSP).

The parent or guardian must be informed in writing of the implications of an additional year in the prekindergarten classroom (i.e., the additional year is not considered a "retention," thus impacting the future consideration of a "good cause exemption"). If a parent disagrees with the IEP team recommendation for an additional year of instruction in a prekindergarten classroom, the team's recommendation may not be used to deny a child admission to kindergarten.

Transition from Early Steps Part C Services to Part B Services

The district's processes and procedures regarding the transition of eligible children from Early Steps to the Part B Program for Prekindergarten Children with Disabilities, including district procedures that ensure the district's participation in the transition conference and development of the IEP by the third birthday, are described in the text box below.

Early Steps will prepare families for the transition process in an ongoing and positive manner, using the procedural steps developed by the partners. A. The service coordinator meets with the family 9 months before the child turns three years of age to discuss transition planning. The discussion includes potential options for services in the community. At the meeting, the family may not inform Early Steps of their choice for potential services after the child turns three. If they have not made that choice they may explore community options prior to the Transition Conference. B. Transition Conference -Early Steps and the school district meet with the family to hold transition conferences, at least 90 days before the child turns three. C. Referral to the School District (with consent of the family) -The service coordinator provides a transition packet to the school district at least two weeks prior to the transition conference, which includes: 1.FDLRS/Child Find referral 2.Prior Notice Letter 3.Copy of the IFSP 4.Recent evaluation reports 5. Vision and Hearing Statement 6. Informed consent form for evaluation 7. Release of information D. The service coordinator invites the family, the LEA, and any other agency or participants the family chooses, at least two weeks prior to the transition conference. E. The service coordinator facilitates the conference. At the conference the packet is reviewed with the family. The service coordinator discusses the progress the child has made. The parent discusses their concerns and the potential services they want for their child. F. If additional evaluations are needed, arrangements are made to obtain further evaluation at no cost to the family. G. There is discussion of the process for determining eligibility for school district services, and information is shared about the differences in the Part C and Part B service delivery. Early Steps will provide information to families about the Agency for Persons with Disabilities, and facilitate referral if needed. H. Families are given a copy of the ISFP form I, Part C procedural safeguards, and a written form from the school district outlining the next steps in the process. I. Parents are offered the opportunity to visit school sites and arrangements are made with the Child Find Specialist to do so. J. If the family declines a referral to the school district, Early Steps notifies Child Find at the transition conference. This information is entered into the CHRIS and the Child Find time line on that child ends. K. LEA Process for Determining Eligibility and Developing the IEP -The school district schedules an eligibility determination and IEP meeting. Teachers contracted within the community agency collaborate to schedule an IEP Meeting. The district invites the family, the Staffing Specialist, the teacher, therapists and any other appropriate community participants. Families may also invite others to attend. interpreters are provided as needed. Families are given a summary of procedural safeguards. L. The Staffing Specialist facilitates the meeting; evaluations are shared and if the child is eligible, an IEP is developed by the child's third birthday, and the date of implementation is determined. M. If the child is ineligible, the family is given information about other community services.

Unique Philosophical, Curricular, or Instructional Considerations

1. Philosophy

- a. The prekindergarten program for children with disabilities supports young children by recognizing and respecting their unique abilities, strengths, and needs.
- b. Services for young children with disabilities and their families include a range of educational, developmental, and therapeutic activities that are provided in least restrictive or natural learning environments where children experience learning opportunities that promote and enhance behavioral and developmental competencies.
- c. For a child with disabilities age three through five years, special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the child. Specially designed instruction means adapting, as

appropriate, the content, methodology, or delivery of instruction.

- d. Programs and services for prekindergarten children with disabilities are based on practices that are developmentally appropriate for all young children. They acknowledge the importance of collaboration and partnerships with families and view the child in the context of the family and community. Understanding and knowledge of early childhood development serves as a foundation for these practices.

2. Curriculum

a. Curriculum content, materials, and activities are consistent with the district's program philosophy.

- For prekindergarten children with disabilities, during the year prior to kindergarten entry, the Florida Voluntary Prekindergarten (VPK) Education Standards are used to guide the selection of curriculum (curricula) in concert with a knowledge and understanding of the impact of the disability on the growth and development of the child.
- The VPK standards help to create a shared framework and common language between early childhood education and early childhood special education by emphasizing the sequence of development across multiple developmental domains and the importance of the classroom environment to include how curricula, materials, and equipment are selected.
- For children birth to the age of eligibility for the VPK program, Florida's Birth to Three Learning and Developmental Standards and the School Readiness Performance Standards may be used to guide the selection of curriculum, materials, and equipment.

b. Modifications, adaptations, and accommodations of curricula, materials, and activities selected may be needed to meet the unique needs of the child. Ongoing progress monitoring is conducted to ensure that the instruction or interventions provided are effective in attaining the desired outcomes.

3. Instructional support

a. Young children receive instructional support through specially designed instruction and related services as determined by the IEP process or early intervention services as determined through the IFSP process. These services are based on peer-reviewed, research-based practices to the extent practicable.

b. Teachers and related services personnel are trained in how to design and implement individualized programs to address the learning needs of children with disabilities.

c. Teachers and related services personnel are provided with administrative support to ensure reasonable class size and workload, adequate funds for materials, and professional development. Teachers provide instruction in the domains of development, including cognitive development, motor development, language and communication, social emotional development, and adaptive behavior. Instruction and related services may be offered in a continuum of placements and settings that may include regular, resource, or special class settings in public, community-based, or home-based settings.

d. School districts may provide related services to children and professional development for teachers and related services personnel in coordination with community agencies, including other early childhood partners such as Early Learning Coalitions and Head Start. Additionally, support for professional development and related services may, as appropriate, be provided in collaboration with discretionary projects funded by the Bureau of Exceptional Education and Student Services, the Florida School for the Deaf and the Blind, and other agencies of state and local government, including, but not limited to, the Division of Blind Services, the Department of Children and Families, and the Department of Health, Children's Medical Services.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for prekindergarten children with disabilities.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.
- This section is not applicable for the district.

Section G: Individualized Family Support Plan for Students with Disabilities Ages Birth through Five Years

Students with Disabilities Ages Birth through Two Years

Statutory and Regulatory Citations

34 CFR §303.340

Sections 1003.03, 1003.21, and 1003.57, F.S.

Rules 6A-6.0331 and 6A-6.03029, F.A.C.

Definition

An IFSP is a written plan identifying the specific concerns and priorities of families who have children with disabilities, ages birth through two years, related to enhancing a child's development and the resources to provide early intervention services. To meet the identified outcomes for an individual child and family, a planning process involving the family, professionals, and others is used to prepare the document. An IFSP must be used for children ages birth through two years.

Procedures

1. Content of an IFSP

The IFSP is in writing and includes:

- a. A statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive skills development based on the information from the child's evaluation and assessment.
- b. With concurrence of the family, a statement of the family's resources, priorities, and concerns related to enhancing the development of the family's child as identified through the assessment of the family.
- c. A statement of the measurable results or measurable outcomes expected to be achieved by the child and the family, including pre-literacy and language skills, as developmentally appropriate for the child, and the goals, criteria, procedures, and timelines used to determine the degree to which progress toward achieving the measurable results or outcomes is being made and whether modifications or revisions of the expected results or outcomes or services are necessary;
- d. A statement of the specific early intervention services based on peer-reviewed research, to the extent practicable, or, necessary to meet the unique needs of the child and the family, to achieve the results or outcomes identified on the IFSP;
- e. A statement of the natural environments in which early intervention services, and a justification of the extent, if any, to which the services will not be provided in a natural environment;
- f. A statement of the strategies needed in order to meet the child's and family's outcomes
- g. The projected dates for initiation of services.
- h. The IFSP must:
 - Identify any medical and additional supports that the child or family needs or is receiving through other sources but that are neither required nor funded under IDEA, Part C and
 - Include a description of the steps the service coordinator or family may take to assist the child and family in securing additional supports not currently being provided
- i. The name of the service coordinator from the profession most immediately relevant to the child's or family's needs or the individual who is otherwise qualified to be responsible for the implementation of the services identified on the plan including transition services and coordination with other agencies and persons;
- j. Family demographic and contact information;
- k. A statement of eligibility, including recommendations for children not found eligible;

l. A description of everyday routines, activities, and places in which the child lives, learns, and plays and individuals with whom the child interacts

m. Identification of the most appropriate IFSP team member to serve as the primary service provider; and

n. Documentation of the names of the individuals who participated in the development of the IFSP, the method of participation, and the individual responsible for implementing the IFSP.

2. Content of IFSPs for children ages birth through two years

IFSPs developed for children with disabilities ages birth through two years must also include:

a. The frequency, intensity, and method of delivery of the early intervention services;

b. The location and length of the early intervention services;

c. Funding source or payment arrangements, if any;

d. Anticipated duration of the services;

e. Other services to the extent appropriate; and

f. The steps to be taken to support the transition of the child, upon reaching age three, to preschool services for children with disabilities ages three through five years, to the extent that those services are considered appropriate or other services that may be available, if appropriate; the steps required for transition include:

- Discussions with and training of, parent(s) regarding future placements and other matters related to the child's transition;
- Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting; and
- Notification information to the school district for the purpose of child find;
- With parental consent, the transmission of information about the child to the school district to ensure continuity of services, including a copy of the most recent evaluation and assessments of the child and family and a copy of the most recent IFSP that has been developed and implemented; and
- Identification of transition services and other activities that the IFSP team determines are necessary to support the transition of the child.

3. Timelines and requirements for IFSPs

a. Timelines for IFSPs developed for children ages birth through two years include:

- A meeting to develop the initial IFSP for a child who has been evaluated for the first time and determined eligible must be conducted within 45 days from referral;
- A review of the IFSP for a child and the child's family must be conducted every six months from the date of the initial or annual evaluation of the IFSP or more frequently if conditions warrant, or if the family requests such a review; the review may be carried out at a meeting or by another means that is acceptable to the parent(s) and other participants.

b. The purpose of the periodic review is to determine:

- The degree to which progress toward achieving the results or the outcomes identified on the IFSP is being made; and
- Whether modifications or revision of the results or outcomes or services are necessary; and
- Whether additional needs have been identified based on ongoing assessment or observation.

c. A face-to-face meeting is conducted on at least an annual basis re-determine eligibility and review the IFSP and, to revise, change, or modify its provisions. The results of any current evaluations, and other information available from the ongoing assessments of the child and family, are used to determine continuing eligibility and what early intervention services are needed and will be provided.

d. IFSP meetings are held in accordance with the following:

- Conducted in settings and at times that are convenient to families; and
- Conducted in the native language of the family or other mode of communication used by the family, unless it is clearly not feasible to do so.

e. Meeting arrangements are made with and written notice provided to the family and other participants early enough before the meeting date to ensure that they will be able to attend.

f. The contents of the IFSP are fully explained to the parent(s) and informed written consent from the parent(s) is obtained prior to the provisions of early intervention services described in the plan. If the parent(s) do not provide consent with respect to a particular early intervention service, that service may not be provided. Each early intervention service must be provided as soon as possible after the parent provides consent for that service.

4. Participants in IFSP meetings (ages birth through two years)

Participants in the development of IFSPs (both initial and annual) for children with disabilities ages birth through two years must include:

- a. The parent or parent(s) of the child;
- b. Other family members as requested by the parent(s), if feasible to do so;
- c. An advocate or person outside of the family, if the parent(s) request that the person participate;
- d. The service coordinator who has been working with the family since the initial referral of the child for evaluation, or the person designated responsible for implementation of the IFSP;
- e. For initial IFSP meetings, individuals who are directly involved in conducting the evaluation and assessment;
- f. The individual who will be providing early intervention services to the child or family, as appropriate.

5. If any of these participants is unable to attend a meeting, arrangements must be made for the individual's involvement through other means, including:

- a. Participating in a telephone or video conference call;
- b. Having a knowledgeable authorized representative attend the meeting; or
- c. Making pertinent records available at the meeting.

6. Each periodic review provides for the participation of the individuals listed above. If conditions warrant, provisions must be made for the participation of other representatives.

7. Provision of services before evaluation and assessments are completed

Early intervention services for a child with disabilities ages birth through two years and the child's family may commence before the completion of the evaluation and assessments if the following conditions are met:

- a. Parental consent is obtained;
- b. An interim IFSP is developed that includes the name of the service coordinator who will be responsible for the implementation of the interim IFSP and coordination with other agencies and individuals and the services that have been determined to be needed immediately by the child and the family; and
- c. Signatures of those who developed the IFSP; and
- d. The evaluation and assessments are completed and an initial IFSP developed within 45 days from the referral date.

8. For children ages birth through two years, the school district is only financially responsible for the early intervention services specified and agreed to through the IFSP process.

Statutory and Regulatory Citations

34 CFR §§303.323 and 300.340

Sections 1003.21, 1003.03, and 1003.57, F.S.

Rules 6A-6.03028, 6A-6.03029 and 6A-6.0331, F.A.C.

Definition

An IFSP is a written plan identifying the specific concerns and priorities of a family related to enhancing their child's development and the resources to provide early intervention services to children with disabilities ages birth through two years or special education and related services to children with disabilities ages three through five years. School districts may utilize, at the option of the school district and with written parental consent, an IFSP, consistent with Rule 6A-6.03029, F.A.C., in lieu of an individual educational plan (IEP). Parents must be provided with a detailed explanation of the difference between an IFSP and an IEP. To meet the identified outcomes for an individual child and family, a planning process involving the family, professionals, and others shall be used to prepare the document.

Procedures

1. Content of an IFSP

The IFSP is in writing and includes:

- a. A statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive skills development based on the information from the child's evaluation and assessment.
- b. With concurrence of the family, a statement of the family's resources, priorities, and concerns related to enhancing the development of the child as identified through the assessment of the family;
- c. A statement of the measurable results or measurable outcomes expected to be achieved by the child and the family, including an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills, as developmentally appropriate for the child, and the goals, criteria, procedures, and timelines used to determine the degree to which progress toward achieving the measurable results or outcomes is being made and whether modifications or revisions of the expected results or outcomes or services are necessary;
- d. A statement of the specific early intervention services based on peer-reviewed research, to the extent practicable, or, necessary to meet the unique needs of the child and the family, to achieve the results or outcomes identified on the IFSP;
- e. The projected dates for initiation of services;
- f. The name of the service coordinator from the profession most immediately relevant to the child's or family's needs or the individual who is otherwise qualified to be responsible for the implementation of the plan and coordination with other agencies and persons. In meeting this requirement, the school district may assign the same service coordinator who was appointed at the time that the child was initially referred for evaluation to be responsible for implementing a child's and family's IFSP or may appoint a new service coordinator;
- g. Family demographic and contact information;
- h. A statement of eligibility, including recommendations for children not found eligible;
- i. A description of everyday routines, activities, and places in which the child lives, learns, and plays and individuals with whom the child interacts;
- j. Identification of the most appropriate IFSP team member to serve as the primary service provider; and
- k. Documentation of the names of the individuals who participated in the development of the IFSP, the method of participation and the individual responsible for implementing the IFSP.
- l. The frequency, intensity, and method of delivery of the early intervention services;
- m. The location and length of the services;
- n. The payment arrangements, if any;

o. Anticipated duration of the services;

p. Other services to the extent appropriate; and

- The steps to be taken to support the transition of the child when exiting the Early Steps program to preschool services for children with disabilities ages three through five years, or other services that may be available. The steps required for transition shall include:
- Discussions with, and training of, parent(s) regarding future placements and other matters related to the child's transition;
- Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting;
- With parental consent, the sharing of information about the child to the school district to ensure continuity of services, including evaluation and assessment information and copies of IFSPs that have been developed and implemented; and
- Identification of transition services and other activities that the IFSP team determines are necessary to support the child.

2. Requirements for IFSPs for children ages three through five are in accordance with the requirements in 6A-6.03028, F.A.C.

- By the third birthday of a child who has been participating in the early intervention program for infants and toddlers with disabilities, an IEP consistent with rule 6A-6.03028(3)(e), F.A.C., or an IFSP consistent with Rule 6A-6.03029, F.A.C., must be developed and implemented.
- For the purpose of implementing the requirements of rule 6A-6.03029, F.A.C., each school district will participate in transition planning conferences arranged by the state lead agency for the infants and toddlers with disabilities early intervention program.
- If the child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP or IFSP will begin.

3. Participants in IFSP meetings for children with disabilities (ages three through five years) include:

- a. The parent(s);
- b. Not less than one regular education teacher,
- c. Not less than one special education teacher or, where appropriate, not less than one special education provider of the student.
- d. A representative of the local district who is qualified to provide or supervise the provision of specially designed instruction for children with disabilities and is knowledgeable about the general curriculum and the availability of resources of the local district;
- e. An individual who can interpret the instructional implications of the evaluation results. This individual may be a member of the committee as described in b) through d) above;
- f. At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel; (**Note:** The determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the IFSP meeting); and
- g. Whenever appropriate, the child.

4. IEPs and meetings for students with disabilities placed in private schools or community facilities by the school district.

- a. If a student with a disability is placed in a private school by the school district, in consultation with the student's parents, the school district shall:
 - Ensure that the student has all of the rights of a student with a disability who is served by a school district.
 - Initiate and conduct a meeting to develop an IEP or an IFSP in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C., before the school district places the student; and,

- Ensure the attendance of a representative of the private school at the meeting. If the representative cannot attend, the school district shall use other methods to ensure participation by the private school, including individual or conference telephone calls.
- b. After a student with a disability enters a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the school district, but the school district must ensure that the parents and a school district representative are involved in decisions about the IEP and agree to proposed changes in the IEP before those changes are implemented by the private school.
 - c. Even if a private school or facility implements a student's IEP, responsibility for compliance with these rules remains with the school district.
 - d. Subparagraphs 4a – c apply only to students who are or have been placed in or referred to a private school or facility by a school district as a means of providing FAPE.
5. If placement in a public or private residential program is necessary to provide special education to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the student.
 6. For children ages three through five years, the school district is only financially responsible for the provision of special education and related services necessary for the child to benefit from special education.

Part III. Policies and Procedures for Students Who are Gifted

Section A: Exceptional Student Education Eligibility for Students who are Gifted

Statutory and Regulatory Citations

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03019 and 6A-6.030191, F.A.C.

Definition

A student who is gifted is one who has superior intellectual development and is capable of high performance.

Eligibility Criteria

A student is eligible for special instructional programs for the gifted from kindergarten through Grade 12 if the student meets the criteria under 1. or 2. below:

1. The student demonstrates:
 - a. The need for a special program
 - b. A majority of characteristics of gifted students according to a standard scale or checklist
 - c. Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence
2. The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for students who are gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C. as students with limited English proficiency or students from low socio-economic status families.

Additional Information Required

One of the following must be selected:

- The school district has a plan for increasing the participation of underrepresented groups in programs for gifted students. The plan is provided in Appendix C of this document.
- The school district does not have a plan for increasing the participation of underrepresented groups in programs for gifted students.

Student Evaluation

1. The minimum evaluations for determining eligibility address the following:
 - a. Need for a special instructional program
 - b. Characteristics of the gifted
 - c. Intellectual development
 - d. May include those evaluation procedures specified in an approved district plan to increase the participation of students from underrepresented groups in programs for the gifted
2. Evaluations and qualified evaluators for students who are gifted are listed in Part I of this document.

Temporary Break in Service

The team developing the Educational Plan (EP) may determine that a student's needs may currently be appropriately met through other academic options. The parent or student may indicate that they do not desire service for a period of time. Should the decision be made to waive the services offered on the current educational plan, the student may resume service at any time.

Unique Philosophical, Curricular, or Instructional Considerations

1. Philosophy
 - a. Each student identified as being eligible for gifted services is entitled to receive a free appropriate public education which will enable the student to progress in the general curriculum to the maximum extent appropriate.
 - b. Specially designed instruction, appropriate related services, and programs for students who are gifted shall provide significant adaptations in one or more of the following: curriculum, methodology, materials, equipment, or environment designed to meet the individual and unique needs and goals of each student who is gifted.
 - c. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to ensure reasonable class size, adequate funds for materials and inservice training.
2. Curriculum
 - a. Curriculum options include an effective and differentiated curriculum designed for the abilities of the student who is gifted to ensure that each individual student progresses in the curriculum.
 - b. The curriculum may include, but is not limited to, opportunities for problem solving, problem-based learning, application of knowledge and skills, and other effective instructional strategies.
 - c. The teachers of the students who are gifted are trained to provide a curriculum based on the educational characteristics and needs of the learner who is gifted.
 - d. Curriculum for each student will be determined by the EP and will focus on the performance levels for the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for students who are gifted.
 - e. The curriculum for the student who is gifted will assume access to the general curriculum (State standards) with emphasis on what the EP team determines will offer opportunities for growth for the learner who is gifted based on the student's strengths and present level of performance.
3. Instructional support
 - a. Students identified as eligible for gifted services receive instructional support through the specially designed instruction and related services as determined through the development of the EP.
 - b. Teachers of the students who are gifted provide instruction and support to further develop the student's demonstrated ability.

- c. Teachers are provided with administrative support to develop an individualized program to meet the goals for each student as determined by the EP.
- d. Students who are gifted may indicate a need for special counseling and guidance in understanding their special characteristics.
- e. Support services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic and Learning Resources System associate centers, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government.
- f. No student may be given special instruction for students who are gifted until after he or she has been properly evaluated and found eligible for gifted services.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are gifted.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

Section B: Educational Plans for Students who are Gifted

Statutory and Regulatory Citation

Sections 1001.02, 1003.01, and 1003.57, F.S.
Rule 6A-6.030191, F.A.C.

Procedures

1. The district is responsible for developing Educational Plans (EPs) for students who are identified solely as gifted.

Note: Individual Educational Plans (IEPs) rather than EPs are developed for those students who are gifted and are also identified as having a disability.

 - a. The EP includes:
 - A statement of the student's present levels of educational performance that may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results
 - A statement of goals, including benchmarks or short-term objectives
 - A statement of the specially designed instruction to be provided to the student
 - A statement of how the student's progress toward the goals will be measured and reported to the parents
 - The projected dates for the beginning of services and the anticipated frequency, location, and duration of these services
 - b. The EP team considers the following during development, review, and revision of the EP:
 - The strengths of the student and the needs resulting from the student's giftedness
 - The results of recent evaluations, including class work and state or district assessments
 - In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP
 - c. Timelines for development of the EP include the following:
 - An EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program.

- An EP is developed within 30 calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services.
- Meetings are held to develop and revise the EP at least once every three years for students in Grades K–8 and at least every four years for students in Grades 9–12.
- EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school or from middle to high school.

d. EP participants include:

- The parents, whose role includes providing information on the student's strengths, expressing concerns for enhancing the education of their child, participating in discussions about the child's need for specially designed instruction, participating in deciding how the child will be involved and participate in the general curriculum, and participating in the determination of what services the district will provide to the child and in what setting
- At least one teacher of the gifted program
- One regular education teacher of the student who, to the extent appropriate, is involved in the development of the student's EP; involvement may include the provision of written documentation of a student's strengths and needs for review and revision of the subsequent EPs
- A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction for students who are gifted and is knowledgeable about the general curriculum and the availability of resources of the school district; at the discretion of the district, one of the student's teachers may be designated to serve as the representative of the district
- An individual who can interpret the instructional implications of the evaluation results; this individual may be a teacher of the gifted, a regular education teacher, or a representative of the school district as described above
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel (**Note:** The determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the EP meeting)
- Whenever appropriate, the student

2. Parent participation in EP meetings

The district takes the following steps to ensure that one or both of the parents of a student identified as gifted is present or provided the opportunity to participate at EP meetings:

- a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend
- b. Scheduling the meeting at a mutually agreed on time and place
 - i. A written notice to the parent indicates the purpose, time, location of the meeting, and who, by title or position, will be in attendance. It also includes a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls.
 - ii. A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parents. In this case, the district maintains a record of its attempts to arrange a mutually agreed on time and place. These records include such items as:
 - Detailed records of telephone calls made or attempted and the results of those calls
 - Copies of correspondence sent to the parents and any responses received
 - Detailed records of visits made to the parent's home or place of employment and the results of those visits
 - iii. The district takes whatever action is necessary to ensure that the parent understands the proceedings at the meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. A copy

of the EP shall be provided to the parent at no cost.

3. Implementation of the EP

- a. An EP is in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting.
- b. The EP is accessible to each of the student's teachers who are responsible for the implementation, and each teacher of the student is informed of specific responsibilities related to the implementation of the EP.

Part IV. Policies and Procedures for Parentally-Placed Private School Students with Disabilities

Section A: Provision of Equitable Services to Parentally-Placed Private School Students with Disabilities

Statutory and Regulatory Citations

34 CFR §§300.130–300.144

Rule 6A-6.030281, F.A.C.

Definition

Parentally-placed private school students with disabilities means students with disabilities enrolled by their parents in private, including religious, **non-profit** schools or facilities that meet the definition of elementary school or secondary school under rules 6A-6.03011 through 6A-6.0361, F.A.C., and does not include students with disabilities who are or have been placed in or referred to a private school or facility by the school district as a means of providing special education and related services. This definition does not include students with disabilities enrolled by their parents in **for-profit** private schools.

Procedures

1. Policies and procedures for parentally-placed private school students with disabilities

The school district will maintain policies and procedures to ensure the provision of equitable services to students with disabilities who have been placed in private schools by their parents.

2. Child find for parentally-placed private school students with disabilities

The school district will locate, identify, and evaluate all students with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district's jurisdiction. The child find process will be designed to ensure the equitable participation of parentally-placed private school students and an accurate count of those students.

a. Activities

In carrying out the requirements of this section, the school district will undertake activities similar to the activities undertaken for the school district's public school students.

b. Cost

The cost of carrying out the child find requirements, including individual evaluations, may not be considered in determining if the school district has met its obligation.

c. Completion period

The child find process will be completed in a time period comparable to that for other students attending public schools in the school district.

d. Out-of-state students

The school district in which private, including religious, elementary and secondary schools are located will, in carrying out the child find requirements, include parentally-placed private school students who reside in a state other than Florida.

3. Confidentiality of personally identifiable information

If a student is enrolled, or is going to enroll, in a private school that is not located in the school district of the parent's residence, parental consent will be obtained before any personally identifiable information about the child is released between officials in the school district where the private school is located and officials in the school district of the parent's residence.

4. Provision of services for parentally-placed private school students with disabilities – basic requirement

To the extent consistent with the number and location of students with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district's jurisdiction, provision is made for the participation of those students in the program assisted or carried out under Part B of IDEA by providing them with special education and related services, including direct services determined in accordance with 12. and 13. below, unless the U.S. Secretary of Education has arranged for services to those students under the by-pass provisions in 34 CFR §§ 300.190 through 300.198.

a. Services plan for parentally-placed private school students with disabilities

A services plan will be developed and implemented for each private school student with a disability who has been designated by the school district in which the private school is located to receive special education and related services.

b. Record keeping

The school district will maintain in its records, and provide to the Florida Department of Education (FDOE), the following information related to parentally-placed private school students covered:

- The number of students evaluated
- The number of students determined to be students with disabilities
- The number of students served

5. Expenditures

To meet the requirements, the school district will spend the following on providing special education and related services (including direct services) to parentally-placed private school students with disabilities:

- a. For children and students aged three through 21, an amount that is the same proportion of the school district's total subgrant under Section 611(f) of IDEA as the number of private school students with disabilities aged three through 21 who are enrolled by their parents in private, including religious, elementary, and secondary schools located in the school district's jurisdiction, is to the total number of students with disabilities in its jurisdiction aged three through twenty-one (21).
- b. For children aged three through five years, an amount that is the same proportion of the school district's total subgrant under Section 619(a) of IDEA as the number of parentally-placed private school students with disabilities aged three through five who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district's jurisdiction, is to the total number of students with disabilities in its jurisdiction aged three through five.
- c. Children aged three through five years are considered to be parentally-placed private school students with disabilities enrolled by their parents in private, including religious, elementary schools, if they are enrolled in a private school that meets the definition of elementary school under Florida law.
- d. If the school district has not expended for equitable services all of the funds described in paragraphs a) and b) above by the end of the fiscal year for which Congress appropriated the funds, the school district will obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school students with disabilities during a carry-over period of one additional year.

6. Calculating proportionate amount

In calculating the proportionate amount of federal funds to be provided for parentally-placed private school students with disabilities, the school district, after timely and meaningful consultation with representatives of private schools, will conduct a thorough and complete child find process to determine the number of parentally-placed students with disabilities attending private schools located in the school district. (See Appendix B to IDEA regulations for an example of how proportionate share is calculated)

7. Annual count of the number of parentally-placed private school students with disabilities

The school district will, after timely and meaningful consultation with representatives of parentally-placed private school students with disabilities, determine the number of parentally-placed private school students with disabilities attending private schools located in the school district and ensure that the count is conducted on any date between October 1 and December 1, inclusive, of each year. The

count will be used to determine the amount that the school district will spend on providing special education and related services to parentally-placed private school students with disabilities in the next fiscal year.

8. Supplement, not supplant

State and local funds may supplement and in no case supplant the proportionate amount of federal funds required to be expended for parentally-placed private school students with disabilities.

9. Consultation with private school representatives

To ensure timely and meaningful consultation, the school district will consult with private school representatives and representatives of parents of parentally-placed private school students with disabilities during the design and development of special education and related services for the students regarding the following:

- a. The child find process, including how parentally-placed private school students suspected of having a disability can participate equitably and how parents, teachers, and private school officials will be informed of the process
- b. The determination of the proportionate share of federal funds available to serve parentally-placed private school students with disabilities, including the determination of how the proportionate share of those funds was calculated
- c. The consultation process among the school district, private school officials, and representatives of parents of parentally-placed private school students with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed students with disabilities identified through the child find process can meaningfully participate in special education and related services
- d. Provision of special education and related services; how, where, and by whom special education and related services will be provided for parentally-placed private school students with disabilities, including a discussion of:
 - The types of services, including direct services and alternate service delivery mechanisms
 - How special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school students
 - How and when those decisions will be made
- e. How, if the school district disagrees with the views of private school officials on the provision of services or the types of services (whether provided directly or through a contract), the school district will provide to such private school officials a written explanation of the reasons why the school district chose not to provide services directly or through a contract

10. Written affirmation

When timely and meaningful consultation has occurred, the school district will obtain a written affirmation signed by the representatives of participating private schools. If the representatives do not provide the affirmation within a reasonable period of time, the school district will forward the documentation of the consultation process to FDOE.

11. Compliance

A private school official has the right to submit a complaint to the FDOE that the school district did not engage in consultation that was meaningful and timely or did not give due consideration to the views of the private school official. If the private school official wishes to submit a complaint, the official will provide to FDOE the basis of the noncompliance by the school district with the applicable private school provisions, and the school district will forward the appropriate documentation to FDOE. If the private school official is dissatisfied with the decision of FDOE, the official may submit a complaint to the U.S. Secretary of Education by providing the information on noncompliance, and FDOE will forward the appropriate documentation to the U.S. Secretary of Education.

12. Equitable services determined

- a. No parentally-placed private school student with a disability has an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school.
- b. Decisions about the services that will be provided to parentally-placed private school students with disabilities will be made in accordance with the information in this section.
- c. The school district will make the final decisions with respect to the services to be provided to eligible parentally-placed private school students with disabilities.

13. Services plan for each student served

- a. If a student with a disability is enrolled in a religious or other private school by the student's parents and will receive special education or related services from the school district, the school district will initiate and conduct meetings to develop, review, and revise a services plan for the student and ensure that a representative of the religious or other private school attends each meeting. If the representative cannot attend, the school district will use other methods to ensure participation by the religious or other private school, including individual or conference telephone calls.
- b. Each parentally-placed private school student with a disability who has been designated by the school district to receive services will have a services plan that describes the specific direct special education services that the school district will provide to the student in light of the services that the school district has determined it will make available to parentally-placed private school students with disabilities.
- c. The services plan will be developed, reviewed, and revised consistent with the requirements for IEP development, review, and revision.

14. Equitable services provided

- a. The provision of equitable services will be by employees of the school district or through contract by the school district with an individual, association, agency, organization, or other entity.
- b. The services provided to parentally-placed private school students with disabilities will be provided by personnel meeting the same standards as personnel providing services in the public schools, except that private elementary and secondary school teachers who are providing equitable services to parentally-placed private school students with disabilities do not have to meet the highly qualified special education teacher requirements under Florida law.
- c. Parentally-placed private school students with disabilities may receive a different amount of services than students with disabilities in public schools.
- d. Special education and related services provided to parentally-placed private school students with disabilities, including materials and equipment, will be secular, neutral, and non-ideological.

15. Location of services and transportation

- a. Equitable services to parentally-placed private school students with disabilities may be, but are not required to be, provided on the premises of private, including religious, schools.
- b. If necessary for the student to benefit from or participate in the services, a parentally-placed private school student with a disability will be provided transportation from the student's school or the student's home to a site other than the private school and from the service site to the private school, or to the student's home, depending on the timing of the services.
- c. The school district is not required to provide transportation from the student's home to the private school.
- d. The cost of any transportation provided under this section may be included in calculating whether the school district has expended its proportionate share.

16. Due process hearings and procedural safeguards

- a. Except as provided herein, the procedures related to procedural safeguards, mediation, and due process hearings do not apply to complaints that the school district has failed to meet the requirements in this section, including the provision of services indicated on the student's services plan. However, such procedures do apply to complaints that the school district has failed to meet the requirements related to child find, including the requirements related to conducting appropriate evaluations of students with disabilities.
- b. Any request for a due process hearing regarding the child find requirements will be filed with the school district in which the private school is located and a copy will be forwarded to FDOE.

17. State complaints

- a. Any complaint that the school district has failed to meet the requirements related to the provision of equitable services, services plans, expenditures, consultation with private school representatives, personnel, or equipment and supplies will be

filed in accordance with the state complaint procedures described in rules 6A-6.03011 through 6A-6.0361, F.A.C.

- b. A complaint filed by a private school official under this section will be filed with FDOE in accordance with its state complaint procedures as prescribed in Rule 6A-6.03311, F.A.C.

18. Requirement that funds not benefit a private school

- a. The school district will not use funds provided under IDEA to finance the existing level of instruction in a private school or to otherwise benefit the private school.
- b. The school district will use funds provided under Part B of IDEA to meet the special education and related services needs of parentally-placed private school students with disabilities, but not for the needs of a private school or the general needs of the students enrolled in the private school.

19. Use of personnel

- a. The school district may use funds available under IDEA to make public school personnel available in other than public facilities to the extent necessary to provide equitable services for parentally-placed private school students with disabilities if those services are not normally provided by the private school.
- b. The school district may use funds available under IDEA to pay for the services of an employee of a private school to provide equitable services if the employee performs the services outside of his or her regular hours of duty and the employee performs the services under public supervision and control.

20. Separate classes prohibited

The school district will not use funds available under IDEA for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and the classes include students enrolled in public schools and students enrolled in private schools.

21. Property, equipment, and supplies

- a. The school district will control and administer the funds used to provide special education and related services and hold title to and administer materials, equipment, and property purchased with those funds for the uses and purposes provided in this section.
- b. The school district may place equipment and supplies in a private school for the period of time needed for the provision of equitable services.
- c. The school district will ensure that the equipment and supplies placed in a private school are used only for IDEA purposes and can be removed from the private school without remodeling the private school facility.
- d. The school district will remove equipment and supplies from a private school if the equipment and supplies are no longer needed for IDEA purposes or removal is necessary to avoid unauthorized use of the equipment and supplies for other than IDEA purposes.
- e. No funds under IDEA will be used for repairs, minor remodeling, or construction of private school facilities.

Section B: John M. McKay Scholarships for Students with Disabilities Program

Statutory and Regulatory Citations

Sections 1002.01, 1002.39, 1002.43 1002.66 and 1003.21, F.S.

Definition

The John M. McKay Scholarships for Students with Disabilities Program provides the option for students with an IEP or an accommodation plan issued under Section 504 of the Rehabilitation Act (excluding a temporary accommodation plan which is valid six months or less) to attend a public school other than the one to which the student is assigned or to receive a scholarship to a participating private school of choice.

Eligibility Criteria

1. The parent of a student with a disability may request and receive from the state a McKay Scholarship for the student to enroll in and attend a private school if:
 - a. The student has received specialized instructional services under the Voluntary Prekindergarten Education Program during the previous school year and the student has a current IEP developed by the local school board in accordance with rules of the State Board of Education for the John M. McKay Scholarships for Students with Disabilities Program or a 504 accommodation plan has been issued
 - b. The student has spent the prior school year in attendance at a Florida public school or the Florida School for the Deaf and the Blind (FSDB). Prior school year in attendance means that the student was enrolled and reported by one of the following:
 - A school district for funding during the preceding October and February Florida Education Finance Program (FEFP) surveys in kindergarten through Grade 12, which shall include time spent in a Department of Juvenile Justice (DJJ) commitment program if funded under the FEFP
 - The FSDB during the preceding October and February student membership surveys in kindergarten through Grade 12
 - A school district for funding during the preceding October and February FEFP surveys, was at least four years old when so enrolled and reported, and was eligible for services under s. 1003.21, F.S.

Note: A dependent child of a member of the United States Armed Forces who transfers to a school in this state from out of state or from a foreign country pursuant to a parent's permanent change of station orders is exempt from the previous requirements but must meet all other eligibility requirements to participate in the program.

Additionally a foster child is exempt from the previous requirements but must meet all other eligibility requirements to participate in the program.

- c. The parent has obtained acceptance for admission of the student to a private school that is eligible for the program and has requested a scholarship from the department at least 60 days prior to the date of the first scholarship payment. The request must be through a communication directly to the FDOE in a manner that creates a written or electronic record of the request and the date of receipt of the request. FDOE must notify the district of the parent's intent upon receipt of the parent's request.
2. A student is not eligible for a John M. McKay Scholarship while:
 - a. Enrolled in a school operating for the purpose of providing educational services to youth in DJJ commitment programs;
 - b. Receiving an educational scholarship in accordance with Chapter 1002, F.S.;
 - c. Participating in a home education program as defined in s. 1002.01, F.S.;
 - d. Participating in a virtual school, correspondence school, or distance learning program that receives state funding pursuant to the student's participation, unless the participation is limited to no more than two courses per school year;
 - e. Participating in a private tutoring program in accordance with s. 1002.43, F.S.;
 - f. Enrolled in the FSDB; or
 - g. Not having regular and direct contact with his or her private school teachers at the school's physical location, unless that student is participating under the Transition to Work Program within the private school.

Procedures

1. The amount of the scholarship is calculated based on the student's matrix of services document or the amount of the private school's tuition and fees, whichever is less.
2. For purposes of continuity of educational choice, a John M. McKay Scholarship shall remain in force until the student returns to a public school, graduates from high school, or reaches the age of 22, whichever occurs first.
3. A scholarship student who enrolls in a public school or public school program is considered to have returned to a public school for the purpose of determining the end of the scholarship's term. However, if a student enters a DJJ detention center for a period of no more

than 21 days, the student is not considered to have returned to a public school for that purpose.

4. Upon reasonable notice to the FDOE and the school district, the student's parent may remove the student from the private school and place the student in a public school.
5. Upon reasonable notice to the FDOE, the student's parent may move the student from one participating private school to another participating private school.

School District Obligations

1. Notifying parents of students with disabilities about the scholarship program by April 1 of each year and within 10 days after an IEP team meeting or a 504 accommodation plan is issued.
2. Informing parents of the availability of the Information Hotline and School Choice website.
3. Offering parents an opportunity to enroll their student in another public school within their district.
4. Keeping all district contact information up-to-date with the FDOE, which can be done through the <http://www.floridaschoolchoice.org> website when logged in as a district administrator.
5. Submitting an annual Parental Notification Verification Form to the FDOE in the spring of each school year.
6. Notifying parents, within 10 days of filing intent, if a matrix has not been completed, and informing parents that the required matrix completion date is 30 days after a filed intent.
7. For a student with a disability who does not have a matrix of services, completing a matrix of services within 30 days of the parent's filed intent date that assigns the student to one of the three levels of service.
Note: Changes in a matrix of services document may be made only for a technical, typographical, or calculation error.
8. Providing locations and times, if requested, for any McKay Scholarship student attending a private school within the district to take statewide assessment exams.
9. Providing reevaluation notifications to parents of scholarship students at least once every three years.
10. Confirming that scholarship students have not enrolled in public school by completing the District Enrollment Verification files quarterly prior to scholarship.
11. Reporting students who receive McKay Scholarship funding as **3518**, which designates them as McKay private school students on the full-time equivalent (FTE) survey.
12. Notifying the FDOE if a student enrolls in public school, is registered as a home education student, or is committed to a DJJ commitment program for more than 21 days.
13. Providing transportation to the public school if the parent's choice is consistent with the district's school choice plan.
14. Accepting a McKay student from an adjacent district if there is space available and there is a program with the services agreed to in the individual educational plan or 504 accommodation plan that is already in place.

Section C: Gardiner Scholarship Program

Statutory and Regulatory Citation

Chapter 1005, Part III, F.S

Sections 393.063, 393.069, 456.001, 1002.01, 1002.21, 1002.385, 1002.395, 1002.66 and 1005.02, F.S.

Definition

The Gardiner Scholarship provides the option for a parent to better meet the individual educational needs of an eligible child.

- The following are defined as they relate to the Gardiner Scholarship:

- "Approved provider" means a provider who has been approved by the Agency for Persons with Disabilities, a health care practitioner pursuant to s. 456.001(4), F.S., or a provider approved by the department pursuant to s. 1002.66, F.S.
- "Curriculum" means a complete course of study for a particular content area or grade-level, which includes any required supplemental materials.
- "Department" means the FDOE.
- "Disability" means, a three- or four- year old child or for a student in kindergarten to Grade 12, and any of the following:
 - Autism spectrum disorder, as defined in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, published by the American Psychiatric Association, as defined in s. 393.069, F.S.;
 - Cerebral Palsy, as defined in 393.063, F.S.;
 - Down Syndrome, as defined in s.393.063, F.S.;
 - Intellectual Disability, as defined in s.393.063, F.S.;
 - Prader-Willi syndrome, as defined in s. 393.063 , F.S.;
 - Spina bifida, as defined in s. 393.063, F.S.;
 - For a student in kindergarten, being a high-risk child, as defined in 393.063, F.S.;
 - Muscular dystrophy;
 - Williams Syndrome;
 - Rare diseases which affect patient populations of fewer than 200,000 individuals in the United States, as defined by the National Organization for Rare Disorders;
 - Anaphylaxis;
 - Deaf;
 - Visually impaired;
 - Traumatic brain injured;
 - Hospital or homebound as defined by Rule 6A-6.03020, F.A.C.; or
 - Identification as having a dual sensory impairment according to Rule 6A-6.03022, F.A.C., and evidenced by reports from the local school district.
- "Eligible" to receive a Gardiner Scholarship means that the student:
 - Is a resident of this state;
 - Is or will be three or four years on or before September 1 of the year in which the student applies for program participation, or is eligible to enroll in kindergarten through Grade 12 in a public school in the state;
 - Is the subject of an IEP written in accordance with rules of the State Board of Education or has received a diagnosis of a disability as defined below from a physician who is licensed under Chapter 458 or Chapter 459 or a psychologist who is licensed in this state.
 - Has a disability as defined above.
- "Eligible nonprofit scholarship-funding organization" as defined in 1002.395, F.S.
- "Eligible postsecondary institution" means any of the following:
 - Florida College System institution;

- State university;
 - School district technical center;
 - School district adult general education center; or
 - An accredited nonpublic postsecondary educational institution, as defined in s. 1005.02, F.S., that is licensed to operate in the state pursuant to requirements specified in Part III of Chapter 1005, F.S.
- "Eligible private school" means a private school, pursuant to s. 1002.01, F.S. that is located in Florida and offers an education to students in any grade from kindergarten to Grade 12.
 - "IEP" means an individual education plan.
 - "Inactive" means that no eligible expenditures have been made from an account funded by the Gardiner Scholarship.
 - "Parent" means a resident of this state who is a parent, as defined in s. 1002.21, F.S.
 - "Program" means the Gardiner Scholarship Program.

School District's Obligations and Parental Options

- Include the following:
 - The school district shall notify a parent who has made a request for an IEP that the district is required to complete the IEP and matrix of services within 30 days after receiving notice of the parent's request;
 - The school district shall conduct a meeting and develop an IEP and a matrix of services within 30 days after receiving notice of the parent's request in accordance with State Board of Education rules;
 - Provide for state assessments to students, upon parental request.

Part V. Appendices

Appendix A: General Policies and Procedures

One of the following must be selected:

Procedural Safeguards for Students with Disabilities:

- The Florida Department of Education's Notice of Procedural Safeguards for Parents of Students with Disabilities, as posted on the department's website.
- A different notice of procedural safeguards for parents of students with disabilities, included as an attachment.

One of the following must be selected:

Procedural Safeguards for Students Who Are Gifted:

- The Florida Department of Education's Procedural Safeguards for Exceptional Students Who Are Gifted, as posted on the department's website.
- A different notice of procedural safeguards for parents of students who are gifted, included as an attachment.
- This requirement is not applicable for the district.

Appendix B: Unique Philosophical, Curricular, or Instructional Considerations

The school district has included as an attachment additional information related to evaluations; qualified evaluators; or philosophical, curricular, or instructional considerations for the exceptionalities identified below:

II.B.1 Autism Spectrum Disorder

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.2 Deaf or Hard-of-Hearing

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.3 Developmentally Delayed

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.4 Dual-Sensory Impaired

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.5 Emotional or Behavioral Disabilities

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.6 Established Conditions

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.7 Homebound or Hospitalized

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.8 Intellectual Disabilities

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.9 Orthopedic Impairment

- Evaluations

- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.10 Other Health Impairment

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.11 Traumatic Brain Injury

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.12 Specific Learning Disabilities

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.13 Speech Impairments

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.14 Language Impairments

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.15 Visually Impaired

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.16 Related Services – Occupational Therapy

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

II.B.17 Related Services – Physical Therapy

- Evaluations
- Qualified Evaluators

Unique Philosophical, Curricular or Instructional Considerations

II.C. Individual Educational Plans (IEPs)

Evaluations

Qualified Evaluators

Unique Philosophical, Curricular or Instructional Considerations

II.F. Prekindergarten Children with Disabilities

Evaluations

Qualified Evaluators

Unique Philosophical, Curricular or Instructional Considerations

III.A. Gifted

Evaluations

Qualified Evaluators

Unique Philosophical, Curricular or Instructional Considerations

Appendix C: District Plan to Increase the Participation of Underrepresented Students in the Program for Students who are Gifted

Current Status

Provide the following data:

Total Student Population

Total Number of Students

| 5501

Total Number of Gifted Students

| 66

Percent of All Gifted Students

| 1.20

Limited English Proficient (Limited English proficient students are those who are coded as "LY," "LN," "LP," or "LF")

Number of LEP Students

| 414

Number of LEP Gifted Students

| 3

Percent of LEP Gifted Students

0.72

Percentage of LEP Gifted Compared to Total Number of Gifted Students

4.55

*In order to calculate the "Percentage of LEP Gifted Compared to Total Number of Gifted Students", divide the number of LEP gifted students by the total number of gifted students in the district by and move the decimal point two numbers to the right.

Low Socio-Economic Status Family

Number of low SES Students

4551

Number of low SES Gifted Students

66

Percent of low SES Gifted Students

1.45

Percentage of low SES Gifted Compared to Total Number of Gifted Students

100

*In order to calculate the "Percentage of SES Gifted Compared to Total Number of Gifted Students", divide the number of SES gifted students by the total number of gifted students in the district and move the decimal point two numbers to the right.

** Percentage of students who are gifted equals the number of students who are gifted within a category divided by the total number of students within that category

District Goal

In the text box below, provide the district's goal to increase the participation of students from under-represented groups in programs for students who are gifted, including the targeted category(ies).

The district's goal is to increase the participation of students from under-represented groups in programs for students who are gifted to 3.0% by the end of the 2017-2018 school year. In order to increase the participation of under represented students in the district's gifted program, we will continue to analyze test data and train teachers to recognize gifted characteristics. We will also continue to monitor demographic information for appropriate representation and academic performance at least twice per school year. Implementing these strategies will assist us in determining whether or not Gadsden's Plan B is making a difference in the identification of underrepresented LEP/ELL and/or SES populations in our district.

1. Screening and Referral Procedures

- o A description of the screening and referral procedures that will be used to increase the number of students referred for evaluation

2. Student Evaluation Procedures

- o A description of the evaluation procedures and measurement instruments that will be used

3. Eligibility Criteria

- o A description of the criteria, based on the student's demonstrated ability or potential in the specific areas of leadership, motivation, academic performance, and creativity, that will be applied to determine the student's eligibility; if a matrix is used when determining eligibility, a copy is included as an attachment

4. Instructional Program Modifications or Adaptations

- o A description of the instructional program modifications or adaptations that will be implemented to ensure successful and continued participation of students from under-represented groups in the existing instructional program for students who are gifted

5. District Evaluation Plan

- o A description of the district's plan used to evaluate its progress toward increasing participation by students from under-represented groups in the program for students who are gifted

Appendix D: District Policies Regarding the Allowable Use or Prohibition of Physical Restraint and Seclusion

- This section is not applicable for the district.

Select from the following:

- The school district's policy regarding the allowable use or prohibition of physical restraint of students with disabilities is included as an attachment.
- The school district's policy regarding the allowable use or prohibition of seclusion of students with disabilities is included as an attachment.

Appendix E: Policies and Procedures Unique to Developmental Research (Laboratory) Schools

- This section is not applicable for the district.

Section 1002.32, Florida Statutes (F.S.), establishes the category of public schools known as developmental research (laboratory) schools (lab schools). In accordance with s. 1002.32(3), F.S., "The mission of a lab school shall be the provision of a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning." Each lab school shall emphasize mathematics, science, computer science, and foreign languages. The primary goal of a lab school is to enhance instruction and research in such specialized subjects by using the resources available on a state university campus, while also providing an education in nonspecialized subjects. The exceptional education programs offered shall be determined by the research and evaluation goals and the availability of students for efficiently sized programs (s. 1002.32(3)(e), F.S.).

Describe the exceptional education services available within the lab school:

Appendix F: Best Practices in Inclusive Education (BPIE) Assessment

Section 1003.57(1)(f), Florida Statutes, establishes the following requirement for school districts, "Once every three years, each school district and school shall complete a Best Practices in Inclusive Education (BPIE) assessment with a Florida Inclusion Network facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district's exceptional student education policies and procedures. BPIE is an internal assessment process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school team levels."

- The district's completed BPIE Indicator Rating Tally Sheet is attached.
- The district's plan to address the prioritized BPIE Indicators is attached.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO: 9a

DATE OF SCHOOL BOARD MEETING: July 24, 2018

TITLE OF AGENDA ITEM: Stewart Street Elementary School Cafeteria AC Unit

DIVISION: Department of Facilities

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

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

PURPOSE AND SUMMARY OF ITEM: For School Board approval to replace AC package unit at Stewart Street Elementary School Cafeteria. Engineered Cooling will provide the necessary labor and materials to replace the 40 ton York package unit with one of like kind. This pricing also includes re-working of the ductwork. These services are provided under the continuing mechanical services and repairs contract ITB#1617-14.

FUND SOURCE: 410

AMOUNT: \$137,892.00

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

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 _____

Be sure that the COMPTROLLER has signed the budget page

Engineered Cooling Services

Building Efficiency and Sustainability

A Service Logic Company

Service Proposal

TO: **Gadsden County School Board**
35 Martin Luther King Jr. Blvd.
Quincy, FL 32351

PROJECT: **Replace 40 Ton Package Unit**

LOCATION: **Stewart Street Elem. School – Cafeteria**

ATTN: **Bill Hunter**

PROPOSAL NO.: **Q-07-2018-137703**

PHONE: **850.508.8924**

DATE: **July 9, 2018**

EMAIL: **hunterw@gcpsmail.com**

JOB NO:

THANK YOU FOR THE OPPORTUNITY OF PROVIDING YOU WITH THIS PROPOSAL

Engineered Cooling Services is pleased to propose the following: Provide the necessary labor and materials to replace the 40 ton York package unit with one of like kind. This pricing also includes re-working of the ductwork in the cafeteria. These services will be provided under the continuing mechanical service and repairs contract ITB # 1617-14

Paid from Fred Services

Scope of Service:

- Power down the unit and perform lock out tag out on the high voltage electrical
- Valve off the natural gas to the unit
- Disconnect the duct from the unit
- Remove the unit from the concrete pad
- Modify the existing concrete pad to accept the new unit
- Set the new unit onto the pad
- Modify the supply/return duct to connect to the new unit
- Re-configure the gas piping to connect to the new unit
- Re-connect the high voltage electrical
- Re-connect the smoke detectors in the return and supply ductwork
- Re-configure the ductwork inside the cafeteria per the site visit and discussions with Kelly Sheet Metal and Gadsden Co Schools. This work to be performed by Kelly Sheet Metal and contracted by Engineered Cooling Services
- Perform start up on the new unit and ensure proper operation
- Clean up the work area

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FL CMC39591 / AL 42653 / MS 15829-SC / GA CN210182

Engineered Cooling Services

Building Efficiency and Sustainability

A Service Logic Company

Service Proposal

Price: \$ 137,892.00

Exclusions:

- High Voltage Electrical Modifications Beyond the Scope of Work
- Any DDC Controls Work
- Any Ceiling Work in the Cafeteria
- Bid/Payment and Performance Bond
- Fire Protection, Fire Alarm or Fire Sprinkler Work
- Test & Balance
- Liquidated or Consequential Damages

Terms:

1. Work to be performed during normal hours of operation Monday thru Friday, overtime premiums excluded.
2. Proposal is subject to progress billings.
3. Proposal is for specified work only.
4. Proposal is subject to revision if not accepted within 30 days of receipt.
5. Proposal is subject to the attached Terms and Conditions.
6. Payment terms are Net 30.

SUBMITTED BY: CHRIS TURNER

ACCEPTED: _____

BY: _____

BY: _____

TITLE: GENERAL MANAGER – TALLAHASSEE BRANCH

TITLE: _____

PHONE: 850-728-9040

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FL CMC39591 / AL 42653 / MS 15829-SC / GA CN210182

Terms and Conditions

1. **OFFER AND ACCEPTANCE:** Company offers to sell the materials, equipment and services indicated in strict accordance with the terms and conditions stated herein. Submittal of a Purchase Order or execution of this offer by Client, or allowing Company to commence work shall be deemed an acceptance of this offer, which offer and acceptance shall constitute a legally enforceable contract between Client and Company. Any additional or differing terms and conditions contained on Client's Purchase Order (whether or not such terms materially alter this offer) are hereby rejected by Company and shall not become part of the contract between Client and Company unless expressly consented to in writing by Company. This offer is subject to acceptance within 30 days after date and is based on all work being performed during regular working hours.
2. **TERMS:** Terms of Payment for goods shipped and/or services rendered hereunder shall be NET or RECEIPT of INVOICE. Company reserves the right to add to any account outstanding more than thirty (30) days a change of one and one-half (1-1/2%) percent of the principal amount due at the end of each thirty (30) day period.
3. **INVOICING:** Company reserves the right to issue partial or complete INVOICES as material is furnished and as services are rendered.
4. **PERFORMANCE:** Company shall not be liable for failure to ship or delays in delivery of equipment or performance of services hereunder where such failure or delay is due to the disapproval of the Company's Credit Department, or due to strikes, fires, accidents, national emergency, failure to secure materials from the usual sources of supply, or any other circumstance beyond the control of the Company, whether of the class of causes enumerated above or not, which shall prevent Company from making deliveries or performing services in the usual course of business. In the event of the disapproval of the Company's Credit Department or the occurrence of any of the above, Company may, at its sole option, cancel Client's Purchase Order without the liability on the part of the Company. Alternatively, Company may extend the time for its performance by a period equal to the duration of the cause underlying Company's failure or delay. Receipt of the equipment or services by Client upon its delivery shall constitute a waiver of all claims for delay.
5. **WARRANTY:** Company guarantees service work and all materials of Company manufacture against defects in workmanship and material for 90 days from date of completion of the work and will repair or replace F.O.B. point of manufacture or shipment such products or components as Company finds defective. This warranty does not include the cost of labor to remove or reinstall any defective components, nor does this warranty include cost of handling, shipping or transportation involved in supplying replacements for defective components. This warranty does not include the replacement of refrigerant lost from the system after completion of the work. On machinery and materials furnished by Company, but manufactured by others, Company will extend the same guarantee it receives from the manufacturer.

THIS WARRANTY AND LIABILITY SET FORTH ABOVE ARE IN LIEU OF ALL OTHER WARRANTIES AND LIABILITIES, EXPRESS OR IMPLIED, IN LAW OR IN ACT, INCLUDING THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. THE WARRANTIES CONTAINED HEREIN SET FORTH CLIENT'S SOLE AND EXCLUSIVE REMEDY IN THE EVENT OF A DEFECT IN WORKMANSHIP OR MATERIALS.

6. **PATENTS:** If there is bought against the Client any suit or proceeding based on a claim that an apparatus, or any part thereof, furnished under this contract constitutes an infringement of any patent of the United States, Company, if notified promptly in writing and given authority, information and assistance by the Client for the defense of same, will defend same and pay all expenses and costs which may be awarded therein against the Client. In the event that the Client has complied with the conditions just stated and the apparatus, or any part thereof, is held to constitute infringements and its use is enjoined. Company, in lieu of all other liability except as above stated, will, at its own expense, either procure for the Client the right to continue using said apparatus, or replace same with non-infringing apparatus, or modify it so it becomes non-infringing, or remove said apparatus and refund the purchase price thereof, but Company's liability shall in no case exceed the purchase price of said infringing apparatus.
7. **LIMITATION OF LIABILITY:** All claims, causes of action or legal proceedings against Company arising from Company's performance under this contract must be commenced by Client within the express warranty period specified under Paragraph 6 hereof. Failure to commence any such claim, cause of action or legal proceeding within such period shall constitute a voluntary and knowing waiver thereof by Client. IN NO EVENT SHALL COMPANY'S LIABILITY FOR DIRECT OR COMPENSATORY DAMAGES EXCEED THE PAYMENTS RECEIVED BY COMPANY FROM CLIENT UNDER THE INSTANT CONTRACT, NOR SHALL COMPANY BE LIABLE FOR ANY SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES. THESE LIMITATIONS ON DAMAGES SHALL APPLY UNDER ALL THEORIES OF LIABILITY OR CAUSES OF ACTION, INCLUDING BUT NOT LIMITED TO CONTRACT, WARRANTY, TORT OR STRICT LIABILITY.
8. **DELIVERY:** Shipping dates are approximate only. No shipping date requested or specified by Client will be binding on Company unless such request or specification is specifically agreed to in writing by an officer of Company. Shipment shall be F.O.B. factory, with title passing to Client upon delivery to the carrier by Company.
9. **CANCELLATION:** Company reserves the right to collect cancellation charges (including but not limited to all costs and expenses incurred, plus reasonable overhead and profit against any canceled order).
10. **DISPUTES AND CHOICES OF LAWS:** This contract shall be deemed to have been entered into and shall be governed by the laws of the State of Florida. All claims, disputes and controversies arising out of or relating to this contract, or the breach thereof, shall, in lieu of court action, be submitted to arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association, and any judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. The site of the arbitration shall be Pensacola, FL, unless another site is mutually agreed between the parties. The parties agree that any part of the arbitration shall be entitled to discovery of the other party as provided by the Federal Rule of Civil Procedure; provided, however, that any such discovery shall be completed within four (4) months from the date the Demand for Arbitration is filed with the American Arbitration Association.
11. **COST TO COMPANY:** In the event it becomes necessary for Company to incur any costs or expenses in the collection of monies due Company from Client, or to enforce any of its rights or privileges hereunder, Client, upon demand shall reimburse Company for all such costs and expenses (including, but not limited to, reasonable attorney's fees).
12. **ENTIRE AGREEMENT:** These terms and conditions, and the matter set forth on the face of Company's offer to sell, constitute the entire agreement between Company and Client. No course of dealings or performance, or prior, concurrent or subsequent understandings, agreements or representations become part of this contract unless expressly agreed to in writing by an authorized representative of Company.
13. **ASSIGNMENT:** Client shall not assign this contract or any interest therein without the prior written consent of Company. Any actual or attempted assignment without Company's consent shall entitle Company, at its sole option, to cancel this contract and, in such event; Company shall be entitled to payment for all work performed and materials furnished to the date of cancellation, as well as reasonable compensation for lost income and profits.

By signing the below line, you are confirming that you have read and understand this paragraph and that you agree to the Terms and Conditions listed above.

Signature: _____ Date: _____

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FL CMC39591 / AL 42653 / MS 15829-SC / GA CN210182

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO: 9b

DATE OF SCHOOL BOARD MEETING: July 24, 2018

TITLE OF AGENDA ITEM: Licensure Agreement between Gadsden County Public Schools and Dude Solutions

DIVISION: Department of Facilities
(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For School Board approval to continue the licensure agreement with Dude Solutions/MaintenanceEssentials Pro (program used District Wide for Work Order/Requests).

FUND SOURCE: 110

AMOUNT: \$8,048.25

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

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 _____

Be sure that the COMPTROLLER has signed the budget page



Tax ID: 56-2174429
 Phone: 877-868-3833
 Email: accountsreceivable@dudesolutions.com

Invoice

Invoice #: INV-31618
 Invoice Currency: USD
 Invoice Date: 07/01/2018
 Terms: Net 30
 Due Date: 07/31/2018
 Client ID: 3867

Bill To:
Gadsden County Public Schools
 Angie Roberts
 35 Martin L King Blvd
 Quincy, FL 32351-4400
 United States

Ship To:
Gadsden County Public Schools
 Angie Roberts
 35 Martin L King Blvd
 Quincy, FL 32351-4400
 United States

PO #:
 Reference:

Description	Start Date	End Date	Qty	Unit Price	Amount
MaintenanceEssentials Pro	09/01/2018	08/31/2019	1	\$8,048.25	\$8,048.25
SUBTOTAL					\$8,048.25
Sales Tax					\$0.00
TOTAL					\$8,048.25

TOTAL APPLIED	\$0.00
TOTAL DUE	\$8,048.25

[Need a copy of our W-9? Click here to get a copy from our Dropbox.](#)

TO PAY BY CHECK
 Dude Solutions, Inc
 PO Box 200236
 Pittsburgh, PA 15251-0236

TO PAY BY ACH/WIRE
 Silicon Valley Bank
 3003 Tasman Drive
 Santa Clara, CA 95054
 Account #: 3300876934
 Routing #: 121140399
 Swift #: SVBKUS6S

TO PAY BY CREDIT CARD
 Call (877) 868-3833, x3120

SUMMARY SHEET
For Fiscal year 2017-2018

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9c

DATE OF SCHOOL BOARD MEETING: July 24, 2018

TITLE OF AGENDA ITEMS: Request to Delete from Capital Assets and sale via auction or salvage.

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

In accordance with Sections 274.04, 274.05 and 274.06, Florida Statutes, Board approval is requested to delete \$299,953.00 plus applicable depreciation from the Motor Vehicle Capital Assets. This action is required based on the information received from the Director of Transportation and Maintenance.

VIN #	Purchase Price	Miles	Property Tag #	Vehicle #
1. AA0151-101623	\$ 2,500.00	N/A	200911	N/A
2. 4DRBVAAN67A341736	\$86,124.00		200644	06-32
3. 1HVBBAAN2YH290882	\$51,416.00		200657	00-130
4. 1HVBBAAN8YH314425	\$51,416.00		200660	00-109
5. 1FD4E45P98DB23442	\$57,081.00		200724	09-02
6. 1HBBAAN8YH290885	\$51,416.00		200750	00-132

REVENUE: **Applicable Funds**

AMOUNT: **\$299,953.00**

PREPARED BY: **Bruce James** 

POSITION(s): **Coordinator Safety & Inventory**

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0051 WEST GADSDEN HIGH SCHOOL

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
 REQ-02 SEQ-C

PROCESSED- 07/09/18 PAGE- 1
 TIME- 10:41

-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER----	--MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
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				000001	O				2,500.00 7
		COM: ELECTRIC CLUB CAR						TOTAL	2,500.00
				CNTR 0051	TOTAL				1 ITEMS
									2,500.00 COST

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 9003 TRANS.DEPT-SCHOOL BD GADSDEN

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
 REQ-02 SEQ-C

PROCESSED- 07/09/18 PAGE- 2
 TIME- 10:41

-FA NUM-	CODE	-----CLASSIFICATION-----	-----DESCRIPTION----	---SERIAL NUMBER---	---MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS		ACQRED INVTY	DISPD G
00200644	5000015	BUSES		4DRBVAAN67A341736		06 9003	00 0000	G 07 040306	062918 Y
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		COM: MIMI WIGGINS						TOTAL	86,124.00
00200657	5000015	BUSES		1HVBBAAN2YH290882		00 9003	00 0000	G 07 021600	042618 Y
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		COM: DONATED TO SHERIFF DEPT						TOTAL	51,416.00
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		VEH: 00-109	TAG: 120550	TITLE:					
		COM: SPARE						TOTAL	51,416.00
00200724	5000015	BUSES		IFD4E45P98DB23442		09 9003	00 0000	G 07 121808	062918 Y
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		MFG: M000000415	BLUEBIRD		173225	064768	O	376-9003-1109900	57,081.00 10
		VEH: 09-02	TAG: TB7986	TITLE:					
		COM: LELISA GOLDWIRE						TOTAL	57,081.00
								CUR VALUE	13,794.77
00200750	5000015	BUSES		1HBBAAN8YH290885		00 9003	00 0000	G 07 021600	062918 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000400	INTERNATIONAL			O			51,416.00 10
		VEH: 00-132	TAG: 120528	TITLE:					
								TOTAL	51,416.00
				CNTR 9003	TOTAL			5 ITEMS	297,453.00 COST

RPRT- M1B08
DIST- 20 GADSDEN COUNTY SCHOOL BOARD

TERMS - FACILITY MANAGEMENT SERIES
FIXED ASSET VERIFICATION
REQ-02 SEQ-C

PROCESSED- 07/09/18 PAGE- 3
TIME- 10:41

-FA NUM-	CODE	-----CLASSIFICATION-----	-----DESCRIPTION-----	---SERIAL NUMBER---	---MODEL---	---LOCATION---	C	-----DATES-----	T
					NUMBER	CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
				REQ 02	TOTAL		6 ITEMS		299,953.00 COST

*Per Andy Gay
Bad ENGINE & TRANSM. S.U.
17 YRS OLD*

DIST: 20 FY: 18 2. FIXED ASSETS TIME: 09:19
 NUMB: 00200660

ITEM CODE-----DESCRIPTION -----SERIAL #-----
 5000015 BUSES 1HVBBAAN8YH314425

TAGGED? MODEL # VDR: V 999999999 VENDOR PRIOR TO TERMS
 Y 00 MFG: M 000000400 INTERNATIONAL
 VEH: 00-109 TAG: 120550 TITLE: _____

LOCATED CNTR: 9003 TRANS.DEPT-SCHOOL BD GADSDEN DEPT: __ BLD: 00 RM: 0000

ACQUIRED DATE P.O.# CHECK# OLG OWN CNTR-OBJ-FND-PROJECT-----AMOUNT
 081000 _____ 0 - _____ 51,416.00

MAINT CONTRACT: _____
 COMMENTS SPARE _____ TOTAL COST: 51,416.00

STATUS INV DT CN ----DISPOSITION---- DISP DT LIF ACCUM DEPR: 51,416.00
 _____ G 07 REMOVED 062918 10 CURR VAL:
 SALVAGE: _____

IF SOLD DATE: _____ RECEIPT NO: _____ SOLD FOR: _____

FIXED ASSET RECORD DISPLAYED. NEXT? TERML: 8ADH

4-© § 1 Sess-1 199.44.72.2 TW1H0000 2/41

COMPLETED

[Handwritten signature]

*BAD LIFT APPRX. \$4000.00 REPAIR
ENGINE ISSUES*

DIST: 20 FY: 18 2. FIXED ASSETS TIME: 09:23
 NUMB: 00200750

ITEM CODE-----DESCRIPTION -----SERIAL #-----
 5000015 BUSES 1HBBAAN8YH290885

TAGGED? MODEL # VDR: V 999999999 VENDOR PRIOR TO TERMS
 Y 00 MFG: M 000000400 INTERNATIONAL
 VEH: 00-132 TAG: 120528 TITLE: _____

LOCATED CNTR: 9003 TRANS.DEPT-SCHOOL BD GADSDEN DEPT: __ BLD: 00 RM: 0000

ACQUIRED DATE P.O.# CHECK# OLG OWN CNTR-OBJ-FND-PROJECT-----AMOUNT
 021600 _____ 0 - _____ 51,416.00

MAINT CONTRACT: _____
 COMMENTS _____ TOTAL COST: 51,416.00

STATUS INV DT CN ----DISPOSITION---- DISP DT LIF ACCUM DEPR: 51,416.00
 _____ G 07 REMOVED 062918 10 CURR VAL: .00
 SALVAGE: _____

IF SOLD DATE: _____ RECEIPT NO: _____ SOLD FOR: _____

RECORD HAS BEEN UPDATED. NEXT ? TERML: 8ADH

4-© § 1 Sess-1 199.44.72.2 TW1H0000 2/41

*Burning lots of 0:1
Bad Blow Back Into Lab 4*

DIST: 20 FY: 18

2. FIXED ASSETS

TIME: 09:21

NUMB: 00200644

ITEM CODE-----DESCRIPTION -----SERIAL #-----
5000015 BUSES 4DRBVAAN67A341736

TAGGED? MODEL # VDR: V 999999999 VENDOR PRIOR TO TERMS
Y 06 MFG: M 000000400 INTERNATIONAL
VEH: 06-32 TAG: 232675 TITLE: _____

LOCATED CNTR: 9003 TRANS.DEPT-SCHOOL BD GADSDEN DEPT: __ BLD: 00 RM: 0000

ACQUIRED DATE P.O.# CHECK# OLG OWN CNTR-OBJ-FND-PROJECT-----AMOUNT
040306 _____ 045018 0 - _____ 86,124.00

MAINT CONTRACT: _____
COMMENTS MIMI WIGGINS TOTAL COST: 86,124.00

STATUS INV DT CN ----DISPOSITION---- DISP DT LIF ACCUM DEPR: 86,124.00
_____ G 07 REMOVED 062918 10 CURR VAL: .00
SALVAGE: _____

IF SOLD DATE: _____ RECEIPT NO: _____ SOLD FOR: _____

RECORD HAS BEEN UPDATED. NEXT ? TERML: 8ADH

4-© § 1 Sess-1 199.44.72.2 TW1H0000 2/41

BAD ENGINE

DIST: 20 FY: 18 2. FIXED ASSETS TIME: 09:18
NUMB: 00200724

ITEM CODE-----DESCRIPTION -----SERIAL #-----
5000015 BUSES IFD4E45P98DB23442

TAGGED? MODEL # VDR: V 999999999 VENDOR PRIOR TO TERMS
Y 09 MFG: M 000000415 BLUEBIRD
VEH: 09-02 TAG: TB7986 TITLE: _____

LOCATED CNTR: 9003 TRANS.DEPT-SCHOOL BD GADSDEN DEPT: __ BLD: 00 RM: 0000

ACQUIRED DATE P.O.# CHECK# OLG OWN CNTR-OBJ-FND-PROJECT-----AMOUNT
121808 173225 064768 0 _ 9003 651 376 1109900 57,081.00

MAINT CONTRACT: _____
COMMENTS LELISA GOLDWIRE TOTAL COST: 57,081.00

STATUS INV DT CN ----DISPOSITION---- DISP DT LIF ACCUM DEPR: 43,286.23
G 07 REMOVED 062918 10 CURR VAL: 13,794.77
SALVAGE: _____
IF SOLD DATE: _____ RECEIPT NO: _____ SOLD FOR: _____

RECORD HAS BEEN UPDATED. NEXT ? TERML: 8ADH

4-© § 1 Sess-1 199.44.72.2 TW1H0000 2/41

DIST: 20 FY: 18 2. FIXED ASSETS TIME: 11:00
 NUMB: 00200911

ITEM CODE-----DESCRIPTION -----SERIAL #-----
 5000100 VEHICLE - GATORS/ATV/GOLF CART AA0151-101623

TAGGED? MODEL # VDR: V 999999999 VENDOR PRIOR TO TERMS
 Y ___ INGERS MFG: _____
 VEH: _____ TAG: _____ TITLE: _____

LOCATED CNTR: 0051 GADSDEN COUNTY HIGH SCHOOL DEPT: ___ BLD: RM:

ACQUIRED DATE P.O.# CHECK# OLG OWN CNTR-OBJ-FND-PROJECT-----AMOUNT
 010105 _____ 000001 0 _ 0071 652 _____ 2,500.00

MAINT CONTRACT: _
 COMMENTS ELECTRIC CLUB CAR TOTAL COST: 2,500.00

STATUS INV DT CN ----DISPOSITION---- DISP DT LIF ACCUM DEPR: 2,500.00
 _____ G 07 REMOVED 061118 7 CURR VAL:
 SALVAGE: _____

IF SOLD DATE: RECEIPT NO: SOLD FOR: _____

FIXED ASSET RECORD DISPLAYED. NEXT? TERML: 8AFR

4-© § 1 Sess-1 199.44.72.2 TW1H0088 2/41

SUMMARY SHEET
FISCAL YEAR 2017-2018

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9d

DATE OF SCHOOL BOARD MEETING: July 24, 2018

TITLE OF AGENDA ITEMS: Request to Delete and Dispose from Capital Assets – Furniture, Fixtures and Equipment and sale via Auction or Recycling Co.

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

In accordance with Sections 274.04, 274.05 and 274.06, Florida Statutes, Board approval is requested to delete \$504,781.59 from the Capital Assets General Ledger, to be sold and disposed of with a Recycling Company.

Center	Amount	Center	Amount	Center	Amount
0041 - \$	40,016.00	0051 \$	114,527.82	0061 - \$	2,840.00
0071 - \$	77,750.78	0091 - \$	24,507.43	0101 - \$	14,637.56
0141 - \$	7,567.11	0151 - \$	17,521.00	0171 - \$	4,623.00
0191 - \$	14,427.37	0201 - \$	30,863.24	0211 - \$	36,552.97
0231 - \$	6,235.64	0241 - \$	0.00	0245 - \$	11,942.00
9001 - \$	78,431.18	9003 - \$	1,500.00	9004 - \$	5,928.27
9026 - \$	11,640.42	9102 - \$	0.00	9106 - \$	3,269.80

See Attached – Fixed Asset Verification Documents

REVENUE: All Funds

AMOUNT: \$504,781.59

PREPARED BY: Bruce James 

POSITIONS: Coordinator Safety & Inventory

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00037848	4110101	DESKTOP COMPUTER		FCMD5M1	GX780	0041	1	1	G	07	040510			052218	Y		
		VDR: VD04200000	DELL ELECTRONICS, INC.	PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT			AMOUNT	LIF		
				177795	074288	O					420-9026-1105610			827.76	5		
		COM: DELL CPU									TOTAL			827.76			
00037030	4110101	DESKTOP COMPUTER		F6WJWG1	GX745	0041	1	3	G	07	080708			052218	Y		
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT			AMOUNT	LIF		
		MFG: M000000138	DELL	174112	062739	O					420-9026-4210900			772.70	5		
		COM: DELL CPU									TOTAL			772.70			
00036763	4110101	DESKTOP COMPUTER		7R3V1F1	GX745	0041	11	1	E	07	112807			052218	Y		
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT			AMOUNT	LIF		
		MFG: M000000138	DELL	172376	000001	O					376-0041			861.80	5		
		COM: DELL CPU									TOTAL			861.80			
00036181	4110101	DESKTOP COMPUTER		DH4M4D1	GX745	0041	11	19	E	07	071607			013118	Y		
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT			AMOUNT	LIF		
		MFG: M000000138	DELL	170896	000001	O					420-0041			861.80	5		
		COM: DELL CPU									TOTAL			861.80			
00036798	4110101	DESKTOP COMPUTER		HJJV1F1	GX745	0041	11	19	E	07	112807			052218	Y		
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT			AMOUNT	LIF		
		MFG: M000000138	DELL	172375	000001	O					376-0041			861.80	5		
		COM: DELL CPU									TOTAL			861.80			
00039106	4110101	DESKTOP COMPUTER		8D6THS1	GC390	0041	11	19	G	07	020612			052218	Y		
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT			AMOUNT	LIF		
				182028		O					420-0041-4212610				5		
		COM: DELL CPU GX390									TOTAL			.00			
00036206	4110101	DESKTOP COMPUTER		1H4M4D1	GX745	0041	11	2	E	07	071607			052218	Y		
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT			AMOUNT	LIF		
		MFG: M000000138	DELL	170896	000001	O					420-0041			861.80	5		
		COM: DELL CPU									TOTAL			861.80			

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0041 GEORGE W MUNROE ELEMENTARY

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
 REQ-01 SEQ-C

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 TIME- 08:06

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00036530	4110101	DESKTOP COMPUTER		3JQPDL1	GX745	0041 11 2	E 07	082807	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		171617	000001	O		420-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036787	4110101	DESKTOP COMPUTER		HGJV1F1	GX745	0041 11 22	E 07	112807	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		172375	000001	O		376-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036839	4110101	DESKTOP COMPUTER		6HGZ1F1	GX745	0041 11 22	G 07	011108 062216	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL			000001	O			5
		COM: DELL CPU						TOTAL	.00
00036182	4110101	DESKTOP COMPUTER		FJ4M4D1	GX745	0041 11 6	E 07	071607	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170896	000001	O		420-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036187	4110101	DESKTOP COMPUTER		GJ4M4D1	GX745	0041 11 6	E 07	071607	052118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170896	000001	O		420-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036781	4110101	DESKTOP COMPUTER		9FJV1F1	GX745	0041 11 6	E 07	112807	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		172375	000001	O		376-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80
00039117	4110101	DESKTOP COMPUTER		8DCNHS1	GC390	0041 11 6	G 07	020612	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				182028		O		420-0041-4212610	5
		COM: DELL CPU GX390						TOTAL	.00

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0041 GEORGE W MUNROE ELEMENTARY

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
 REQ-01 SEQ-C

PROCESSED- 07/09/18 PAGE- 3
 TIME- 08:06

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS		ACQRED INVTY	DISPD G
00036177	4110101	DESKTOP COMPUTER		HK4M4D1	GX745	0041	11 7	E 07 071607	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170896	000001	O		420-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80
00039814	4110101	DESKTOP COMPUTER		B3S4MS1	GX390	0041	11 7	G 07 042512	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				182360	087208	O		420-0041-4221220	5
		COM: DELL CPU 390						TOTAL	.00
00026417	4180000	LAMINATING EQUIPMENT		NOT VISIBLE	NOT VI	0041	12 1D	G 07 010103	052218 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
					000001	O			1,473.00 7
		COM: USI LAMINATOR						TOTAL	1,473.00
00038336	4110101	DESKTOP COMPUTER		BVOJKN1	GX380	0041	12 5	G 07 112010 060814	042618 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O		420-0041-4212691	5
		COM: DELL CPU						TOTAL	.00
00038337	4110101	DESKTOP COMPUTER		BTTLKN1	GX380	0041	12 5	G 07 112010 060814	042618 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O		420-0041-4212691	5
		COM: DELL CPU						TOTAL	.00
00038321	4110101	DESKTOP COMPUTER		BV3KKN1	GX380	0041	12 7	G 07 112010 060613	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O		420-0041-4212691	5
		COM: DELL CPU						TOTAL	.00
00039059	4110101	DESKTOP COMPUTER		8D9QHS1	GC390	0041	12 7	G 07 020612	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				182027		O		420-0041-4212610	5
		COM: DELL CPU GX390						TOTAL	.00

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0041 GEORGE W MUNROE ELEMENTARY

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
 REQ-01 SEQ-C

PROCESSED- 07/09/18 PAGE- 4
 TIME- 08:06

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION				DATES		T		
						CNTR	DP	BLDG	FM	N	DS		ACQRED	INVTY
00038353	4110101	DESKTOP COMPUTER		BV2KKN1	GX380	0041	12	8	G	07	112010	052218	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT	AMOUNT	LIF	
				179070	077592	O					420-0041-4212691		5	
		COM: DELL CPU									TOTAL	.00		
00038357	4110101	DESKTOP COMPUTER		BVOMKN1	GX380	0041	12	8	G	07	112010	042618	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT	AMOUNT	LIF	
				179070	077592	O					420-0041-4212691		5	
		COM: DELL CPU									TOTAL	.00		
00038359	4110101	DESKTOP COMPUTER		BV2MKN1	GX380	0041	12	8	G	07	112010	052218	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT	AMOUNT	LIF	
				179070	077592	O					420-0041-4212691		5	
		COM: DELL CPU									TOTAL	.00		
00036528	4110101	DESKTOP COMPUTER		4LPQLD1	GX745	0041	14	2	E	07	082807	052118	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138 DELL		171617	000001	O					420-0041	861.80	5	
		COM: DELL CPU									TOTAL	861.80		
00037341	4110101	DESKTOP COMPUTER		9275BK1	GX360	0041	14	2	G	07	091609	052118	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT	AMOUNT	LIF	
						O					420-0041		5	
		COM: DELL -GARCIA									TOTAL	.00		
00037878	4110101	DESKTOP COMPUTER		9Q8QJM1	GX380	0041	14	2	G	07	062110	052112	052218	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT	AMOUNT	LIF	
				177848		O					420-0245-4219100		5	
		COM: DELL CPU (GEDT)									TOTAL	.00		
00036388	4110101	DESKTOP COMPUTER		DWV4JD1	GX745	0041	14	5	E	07	090407	052218	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138 DELL		171472	000001	O					376-0041	931.80	5	
		COM: DELL CPU									TOTAL	931.80		

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0041 GEORGE W MUNROE ELEMENTARY

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
 REQ-01 SEQ-C

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 TIME- 08:06

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00037764	4110101	DESKTOP COMPUTER		2DMD5M1	GX780	0041 15	G 07	040510	052218 Y
		VDR: VD04200000 DELL ELECTRONICS, INC.		PO NUM 177795	CHECK 074288	OLG OWN O		FND-CNTR-PROJECT-AMOUNT LIF	
								420-9026-4210951 827.76 5	
		COM: DELL CPU						TOTAL 827.76	
00038535	4110101	DESKTOP COMPUTER		BSCJKN1	GX380	0041 15 1	G 07	112010	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM 179070	CHECK 077592	OLG OWN O		FND-CNTR-PROJECT-AMOUNT LIF	
								420-0201-4212691 .00 5	
		COM: DELL CPU						TOTAL .00	
00036793	4110101	DESKTOP COMPUTER		9HJV1F1	GX745	0041 15 2	E 07	112807	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM 172375	CHECK 000001	OLG OWN O		FND-CNTR-PROJECT-AMOUNT LIF	
		MFG: M000000138 DELL						376-0041 861.80 5	
		COM: DELL CPU						TOTAL 861.80	
00036794	4110101	DESKTOP COMPUTER		BGJV1F1	GX745	0041 15 2	E 07	112807	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM 172375	CHECK 000001	OLG OWN O		FND-CNTR-PROJECT-AMOUNT LIF	
		MFG: M000000138 DELL						376-0041 861.80 5	
		COM: DELL CPU						TOTAL 861.80	
00037744	4110101	DESKTOP COMPUTER		6CMD5M1	GX780	0041 15 2	G 07	040510	052218 Y
		VDR: VD04200000 DELL ELECTRONICS, INC.		PO NUM 177795	CHECK 074288	OLG OWN O		FND-CNTR-PROJECT-AMOUNT LIF	
								420-9026-4210951 827.76 5	
		COM: DELL CPU						TOTAL 827.76	
00042117	4110106	IPAD		006734152053	3010	0041 15 2	G 07	102315	052218 Y
		VDR: VC03490000 SYNOVUS BANK CB&T-A DIV		PO NUM 188410	CHECK 107102	OLG OWN O 0		FND-CNTR-PROJECT-AMOUNT LIF	
								420-9026-4210960 790.00 5	
		COM: SURFACE PRO (JEANNIE GRAF)						TOTAL 790.00	
								CUR VALUE 513.50	
00035486	4110101	DESKTOP COMPUTER		2R1F491	GX520	0041 15 3	E 07	010106	052218 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK 000001	OLG OWN O		FND-CNTR-PROJECT-AMOUNT LIF	
		MFG: M000000138 DELL						1,105.00 5	
		COM: DELL CPU						TOTAL 1,105.00	

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DS	ACQRED	DATES	INVTY	DISPD	T
00032593	4110101	DESKTOP COMPUTER		38W8N41	GX270	0041	15	6	G 07	010105	060613	052218	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL	000001		O					949.00	5	
		COM: DELL CPU								TOTAL	949.00		
00035499	4200011	DISHWASHER		NOT VISIBLE	NOT VI	0041	2	4	G 07	010188	102510	052218	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT	AMOUNT	LIF	
				000001		O						7	
		COM: ESTATE DISH WASHER								TOTAL	.00		
00038862	4110101	DESKTOP COMPUTER		1RJX1R1	GX390	0041	2	4	G 07	100611		022618	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT	AMOUNT	LIF	
				020394		O				410-0041-0750	782.62	5	
		COM: DELL CPU GX390								TOTAL	782.62		
										CUR VALUE	39.15		
00200548	4200000	LUNCHROOM EQUIPMENT		N/V	N/V	0041	2	4	G 07	010188		052218	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000034	HOBART		000001	O					2,261.00	7	
		COM: HOBART VEGT. CUTTER								TOTAL	2,261.00		
00032751	4110102	LAPTOP COMPUTER		9R226A00	PP03L	0041	3	2	G 07	010104		052218	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL		000001	O					1,766.00	5	
		COM: DELL LAPTOP								TOTAL	1,766.00		
00036194	4110101	DESKTOP COMPUTER		8H4M4D1	GX745	0041	3	6	E 07	071607		052218	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL	170896	000001	O				420-0041	861.80	5	
		COM: DELL CPU								TOTAL	861.80		
00037539	4290000	SHOP/VOCATIONAL EQUIPMENT		20094202287	020344	0041	5		G 07	120409		052218	Y
		VDR: VL05830000	LOWE'S HOME CENTERS INC	PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT	AMOUNT	LIF	
				177385		O				110-0041-1109990		7	
		COM: HUSQVQRNQ BLOWER								TOTAL	.00		

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD
00032598	4110101	DESKTOP COMPUTER		BCJ8N41	GX270	0041	7 4	G 07 010105	052218 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			949.00 5
		COM: DELL CPU						TOTAL	949.00
00033990	4110103	LAPTOP CART		N/A	N/A	0041	7 5	E 07 010102 070810	052218 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				000001		O			690.00 10
		COM: LAPTOP CART						TOTAL	690.00
00036840	4110101	DESKTOP COMPUTER		9HGZ1F1	GX745	0041	7 5	G 07 011108	052218 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL CPU						TOTAL	.00
00039108	4110101	DESKTOP COMPUTER		8D7PHS1	GC390	0041	7 6	G 07 020612	052218 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				182028		O		420-0041-4212610	5
		COM: DELL CPU GX390						TOTAL	.00
00036207	4110101	DESKTOP COMPUTER		BH4M4D1	GX745	0041	7 9	E 07 071607	052218 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	170896	000001	O		420-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036531	4110101	DESKTOP COMPUTER		2KPQLD1	GX745	0041	8 2	E 07 082807	071717 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	171617	000001	O		420-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036180	4110101	DESKTOP COMPUTER		CK4M4D1	GX745	0041	9 4	E 07 071607	052218 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	170896	000001	O		420-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80

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						CNTR DP BLDG FM N DS		ACQRED INVTY	DISPD G
00036797	4110101	DESKTOP COMPUTER		JFJV1F1	GX745	0041 9 5	E 07	112807	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		172375	000001	O		376-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036812	4110101	DESKTOP COMPUTER		4KJV1F1	GX745	0041 9 5	E 07	112807	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		172375	000001	O		376-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036738	4110101	DESKTOP COMPUTER		JS3V1F1	GX745	0041 9 6	E 07	112707 060613	052118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		172376	000001	O		376-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036169	4110101	DESKTOP COMPUTER		DK4M4D1	GX745	0041 9 7	E 07	071607	052118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170896	000001	O		420-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036795	4110101	DESKTOP COMPUTER		BFJV1F1	GX745	0041 9 7	E 07	112807	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		172375	000001	O		376-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036803	4110101	DESKTOP COMPUTER		FFJV1F1	GX745	0041 9 7	E 07	112807	052118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		172375	000001	O		376-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036776	4110101	DESKTOP COMPUTER		FJJV1F1	GX745	0041 9 8	E 07	112807	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		172375	000001	O		376-0041	861.80 5
		COM: DELL CPU						TOTAL	861.80

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00036185	4110101	DESKTOP COMPUTER		GH4M4D1	GX745	0041	9	9	E	07	071607				052218	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL		170896	000001	O							420-0041		861.80	5	
		COM: DELL CPU											TOTAL		861.80		
00036191	4110101	DESKTOP COMPUTER		BJ4M4D1	GX745	0041	9	9	E	07	071607				052218	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL		170896	000001	O							420-0041		861.80	5	
		COM: DELL CPU											TOTAL		861.80		
00039115	4110101	DESKTOP COMPUTER		8D5SHS1	GC390	0041	9	9	G	07	020612				052218	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		COM: DELL CPU GX390		182028		O							420-0041-4212610			5	
													TOTAL		.00		
00102869	4080100	TELEVISIONS		321-34450071	C25A24	0041	9	9	G	07	010103				052218	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000030 ZENITH			000001	O										7	
		COM: ZENITH TV											TOTAL		.00		
00031941	4110101	DESKTOP COMPUTER		4774821	GX260	0041	99	07	G	07	010104	060613			052218	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O									965.00	5	
		COM: DELL CPU											TOTAL		965.00		
00031943	4110101	DESKTOP COMPUTER		6774821	GX260	0041	99	07	G	07	010104	060613			052218	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O									829.00	5	
		COM: DELL CPU											TOTAL		829.00		
00036200	4110101	DESKTOP COMPUTER		7L4M4D1	GX745	0041	99	07A	E	07	071607	060613			052218	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL		170896	000001	O							420-0041		861.80	5	
		COM: DELL CPU											TOTAL		861.80		

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00039105	4110101	DESKTOP COMPUTER		8DCTHS1	GC390	0041	99 09A	G 07 020612	052118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				182028		O		420-0041-4212610	5
		COM: DELL CPU GX390						TOTAL	.00
00039821	4110101	DESKTOP COMPUTER		B3Z4MS1	GX390	0041	99 12	G 07 042512	052218 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				182360	087208	O		420-0041-4221220	5
		COM: DELL CPU 390						TOTAL	.00
				CNTR 0041	TOTAL			65 ITEMS	40,016.00 COST

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS		ACQRED INVTY	DISPD G
00039493	4110101	DESKTOP COMPUTER		HYLP4V1	GC390	0051 1 100	G	07 063012	052918 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				182661	088588	O		434-0051-4221220	5
		COM: DELL CPU GX390						TOTAL	.00
00040405	4110101	DESKTOP COMPUTER		DYKWSW1	3010	0051 1 102	G	07 041713	061118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				184430	093741	O	O	420-0091-4221230	5
		COM: DELL CPU						TOTAL	.00
00036548	4110101	DESKTOP COMPUTER		7GTGRD1	GX745	0051 1 114	E	07 100207	052918 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		171729	000001	O		376-0051	861.80 5
		COM: DELL CPU						TOTAL	861.80
00035728	4060100	FILES AND CABINETS		NOT VISIBLE	6380	0051 1 119	G	07 010104	061118 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
					000001	O		TOTAL	.00 10
		COM: SENTRY SAFE							
00036370	4110101	DESKTOP COMPUTER		1742HD1	GX745	0051 1 119	E	07 082307	052918 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170953	000001	O		420-0051	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036571	4110101	DESKTOP COMPUTER		GFK4SD1	GX745	0051 1 119	E	07 101007	052918 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		171864	000001	O		376-0051	861.80 5
		COM: DELL CPU						TOTAL	861.80
00040474	4080201	SURVEILLANCE SECURITY EQUP		N/V	2960	0051 1 127	G	07 050713	052418 Y
		VDR: VP14400000 PROGRESSIVE COMMUNICATIONS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				184531	094156	O		379-0051-0999	838.89 7
		COM: CISCO CATALYST 2960						TOTAL	838.89
								CUR VALUE	459.39

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00036308	4080100	TELEVISIONS		167500TQ2781H02305	NS-F27	0051 1 128	E 07 010102		052918 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				000001		O			7
		COM: INSIGNIA TV						TOTAL	.00
00036570	4110101	DESKTOP COMPUTER		H9K4SD1	GX745	0051 1 128	E 07 101007		052918 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	171864	000001	O	376-0051		861.80 5
		COM: DELL CPU						TOTAL	861.80
00037526	4110101	DESKTOP COMPUTER		84YTDK1	GX760	0051 1 128	G 07 110509		052918 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				177040	071368	O	378-0051-0999		5
		COM: DELL CPU						TOTAL	.00
00039842	4130003	VACUM CLEANER		CR5158Z051200002090	120V	0051 10 1004	G 07 112612		061118 Y
		VDR: VA03750000	AERO MAINTENANCE SUPPLY	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
						O	110-0071		5
		COM: ROYALY VACUUM CLEANER						TOTAL	.00
00040257	4110103	LAPTOP CART		5175	3010	0051 14 1426	G 07 041713 060113	061118	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				184430	093741	O O	420-0091-4221230		5
		COM: DELL CPU						TOTAL	.00
00035050	4110101	DESKTOP COMPUTER		14YYN91	GX520	0051 2 200	G 07 010106 090910	061118	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			1,108.00 5
		COM: DELL CPU						TOTAL	1,108.00
00035715	4110300	PRINTERS		Q1951200155	CL200N	0051 2 200	G 07 010104		060718 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				000001		O			5
		COM: RICOH PRINTER						TOTAL	.00

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						CNTR DP BLDG FM N DS		ACQRED INVTY	DISPD G
00035858	4110101	DESKTOP COMPUTER		6JL3VC1	GX745	0051	2 200 E 07	010107	061118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		000001	0				5
		COM: DELL CPU (N RM 69 4 REPAIR)						TOTAL	.00
00038216	4110101	DESKTOP COMPUTER		BT3KKN1	GX380	0051	2 200 G 07	112010	061118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	0		420-0071-4212691	5
		COM: DELL CPU						TOTAL	.00
00038389	4110101	DESKTOP COMPUTER		5CRLKN1	GX380	0051	2 200 G 07	112010	061118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	0		420-0071-4212691	5
		COM: DELL CPU						TOTAL	.00
00040236	4110102	LAPTOP COMPUTER		4DQPXW1	E5530	0051	2 200 G 07	032713	061118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				184570		0		420-0071-431263S	880.75 5
		COM: DELL LAPTOP (MELVIN ROBERTS)						TOTAL	880.75
								CUR VALUE	293.59
00034814	4110101	DESKTOP COMPUTER		6L9JG81	GX620	0051	2 205 E 07	010106	061118 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		000001	0				1,108.00 5
		COM: DELL CPU						TOTAL	1,108.00
00037216	4110099	SERVER		29K6KH1	2900	0051	2 206 G 07	062309	061118 Y
		VDR: VP06310000 PEOPLES EDUCATION		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
						0			5
		COM: DELL SERVER DONATED BY PEARSON EDU						TOTAL	.00
00035954	4110102	LAPTOP COMPUTER		6FMFYC1	820	0051	2 207 E 07	052407 062413	061118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	0		420-0071	1,281.70 5
		COM: DELL LAPTOP						TOTAL	1,281.70

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						CNTR DP BLDG FM N DS		ACQRED INVTY	DISPD G
00035959	4110102	LAPTOP COMPUTER		DDMFYC1	820	0051 2 207	E 07	052407 062413	061118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	1,281.70 5
		COM: DELL LAPTOP						TOTAL	1,281.70
00036218	4050000	AUDIO-VISUAL EQUIPMENT		333207040	300AE	0051 2 207	E 07	071807	061118 Y
		VDR: VF07550000 FLORIDA MICRO, LLC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				170959	000001	O		420-0071	619.33 7
		COM: DOCUMENT READER						TOTAL	619.33
00036219	4050000	AUDIO-VISUAL EQUIPMENT		335657040	300AE	0051 2 207	E 07	071807	061118 Y
		VDR: VF07550000 FLORIDA MICRO, LLC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				170959	000001	O		420-0071	619.33 7
		COM: DOCUMENT READER						TOTAL	619.33
00036220	4050000	AUDIO-VISUAL EQUIPMENT		333147040	300AE	0051 2 207	E 07	071807	061118 Y
		VDR: VF07550000 FLORIDA MICRO, LLC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				170959	000001	O		420-0071	619.33 7
		COM: DOCUMENT READER						TOTAL	619.33
00036221	4050000	AUDIO-VISUAL EQUIPMENT		336417040	300AE	0051 2 207	E 07	071807	061118 Y
		VDR: VF07550000 FLORIDA MICRO, LLC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				170959	000001	O		420-0071	619.33 7
		COM: DOCUMENT READER						TOTAL	619.33
00036222	4050000	AUDIO-VISUAL EQUIPMENT		338857040	300AE	0051 2 207	E 07	071807	061118 Y
		VDR: VF07550000 FLORIDA MICRO, LLC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				170959	000001	O		420-0071	619.33 7
		COM: DOCUMENT READER						TOTAL	619.33
00036534	4050100	PROJECTORS		706918803	XR-30X	0051 2 207	E 07	071507	061118 Y
		VDR: VA13140000 AUDIO VISION, INC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000035 SHARP		170160	000001	O		420-0071	775.00 7
		COM: SHARP PROJECTOR						TOTAL	775.00

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00030537	4110099	SERVER		7264Y01	1300	0051 2 208	G 07 010103	061118	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001	0				5
		COM: DELL POWEREDGE					TOTAL	.00	
00036687	4110099	SERVER		96FB1F1	1950	0051 2 208	E 07 110807	061118	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	172297	000001	0	E -0071	3,332.00	5
		COM: DELL POWEREDGE					TOTAL	3,332.00	
00036688	4110099	SERVER		B6FB1F1	1950	0051 2 208	E 07 110807	061118	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	172297	000001	0	E -0071	3,332.00	5
		COM: DELL POWEREDGE					TOTAL	3,332.00	
00036966	4290200	MISC SHOP/VOC EQUIPMENT		TLP98K7B2C7D6	3C1060	0051 2 208	E 07 051308	061118	Y
		VDR: VH06760000	HAYES E-GOVERNMENT RESOURCES	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				173301	000001	0	376-9001	841.75	7
		COM: GTW CHASSIS 1PWR					TOTAL	841.75	
00033103	4110099	SERVER		D2RK661	1800	0051 2 209	G 07 010102	052918	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001	0			3,300.00	5
		COM: DELL POWEREDGE					TOTAL	3,300.00	
00038165	4110101	DESKTOP COMPUTER		5D2KKN1	GX380	0051 2 209	G 07 112010	061118	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	0	420-0071-4212691		5
		COM: DELL CPU					TOTAL	.00	
00037680	4110101	DESKTOP COMPUTER		29510L1	GX760	0051 2 211	G 07 100909	052918	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				177040	071368	0	378-0051-0999		5
		COM: DELL CPU					TOTAL	.00	

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DS	ACQD	INVTY	DATES	DISPD	T	
00035956	4110102	LAPTOP COMPUTER		FCMFCY1	820	0051	2	212	E	07	052407	061118	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT	AMOUNT	LIF		
		MFG: M000000138 DELL		170545	000001	O				420-0071	1,281.70	5		
		COM: DELL LAPTOP								TOTAL	1,281.70			
00037564	4110101	DESKTOP COMPUTER		71MYDK1	GX760	0051	2	212	G	07	110509	061118	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT	AMOUNT	LIF		
		COM: DELL CPU		177040	071368	O				378-0071-0999	.00	5		
										TOTAL	.00			
00036666	4110300	PRINTERS		H7J509626	MFC-84	0051	2	212A	E	07	102407	052918	Y	
		VDR: VP00095000 PC NATION		PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT	AMOUNT	LIF		
		MFG: M000000091 BROTHER'S		172092	000001	O				110-0051	.00	5		
		COM: BROTHERS COP/FX/SCN								TOTAL	.00			
00035831	4050000	AUDIO-VISUAL EQUIPMENT		419572	EV-200	0051	2	213	E	07	041807	052918	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT	AMOUNT	LIF		
		COM: VISUAL PRESENTER		169967	000001	O				110-0051	1,599.00	7		
										TOTAL	1,599.00			
00038230	4110101	DESKTOP COMPUTER		2NQVPN1	GX380	0051	2	214	G	07	121410	052918	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT	AMOUNT	LIF		
		COM: DELL CPU		179508	078873	O				432-0071-432261S	.00	5		
										TOTAL	.00			
00035871	4110101	DESKTOP COMPUTER		HJL3VC1	GX745	0051	2	215	E	07	072307	062510	061118	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT	AMOUNT	LIF		
		MFG: M000000138 DELL		170326	000001	O					861.80	5		
		COM: DELL CPU								TOTAL	861.80			
00036319	4090000	APPLIANCES		N/V	N/V	0051	3	303	E	07	010106	052918	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN			FND-CNTR-PROJECT	AMOUNT	LIF		
		COM: MONTAGUE 4 BURNER STOVE			000001	O					.00	7		
										TOTAL	.00			

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						CNTR DP BLDG FM N DS	ACQRED INVTY	DISPD G
00038197	4110101	DESKTOP COMPUTER		5CQLKN1	GX380	0051 3 305 G 07	112010	061118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN			FND-CNTR-PROJECT	AMOUNT LIF
				179070 077592 O			420-0071-4212691	5
		COM: DELL CPU					TOTAL	.00
00039617	4110101	DESKTOP COMPUTER		G2365V1	GX390	0051 3 306 G 07	080612	061118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN			FND-CNTR-PROJECT	AMOUNT LIF
				182661 088588 O			420-0071-4221220	5
		COM: DELL CPU 390					TOTAL	.00
00040194	4110109	MIMIOVIEW		M05D23021	ICD03	0051 3 309 G 07	032713	061118 Y
		VDR: VH14100000 HOWARD COMPUTERS		PO NUM CHECK OLG OWN			FND-CNTR-PROJECT	AMOUNT LIF
				184387 093378 O			434-0071-434R631	5
		COM: MIMIOVIEW (HOLD GTI)					TOTAL	.00
00038173	4110101	DESKTOP COMPUTER		5D2MKN1	GX380	0051 3 311 G 07	112010	061118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN			FND-CNTR-PROJECT	AMOUNT LIF
				179070 077592 O			420-0071-4212691	5
		COM: DELL CPU					TOTAL	.00
00040195	4110109	MIMIOVIEW		M05D23934	ICD03	0051 3 311 G 07	032713	061118 Y
		VDR: VH14100000 HOWARD COMPUTERS		PO NUM CHECK OLG OWN			FND-CNTR-PROJECT	AMOUNT LIF
				184387 093378 O			434-0071-434R631	5
		COM: MIMIOVIEW (GTI HOLD)					TOTAL	.00
00032273	4110101	DESKTOP COMPUTER		987R131	GX260	0051 3 314 G 07	010104	061118 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM CHECK OLG OWN			FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		000001 O				829.00 5
		COM: DELL CPU					TOTAL	829.00
00032410	4050000	AUDIO-VISUAL EQUIPMENT		NOT VISIBLE	N/A	0051 3 314 G 07	010104	052918 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM CHECK OLG OWN			FND-CNTR-PROJECT	AMOUNT LIF
				000001 O				1,800.00 7
		COM: SMART BOARD					TOTAL	1,800.00

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER----	--MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00038965	4110102	LAPTOP COMPUTER		8NS75S1	E5420	0051 3 314	G 07 011812		122017 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
				181880	086552	O		434-0051-434RS62	870.83 5
		COM: DELL LAPTOP E5420 (KAREN JACKSON)						TOTAL	870.83
								CUR VALUE	87.07
00040186	4110109	MIMIOVIEW		N/A	D0S-02	0051 3 314	G 07 032713		052918 Y
		VDR: VH14100000 HOWARD COMPUTERS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
				184387	093378	O		434-0051-434R002	1,279.00 10
		COM: MIMIOVIEW						TOTAL	1,279.00
								CUR VALUE	852.67
00037489	4110101	DESKTOP COMPUTER		84PWDK1	GX760	0051 3 315	G 07 110509		052918 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
				177040	071368	O		378-0091-0999	.00 5
		COM: DELL CPU						TOTAL	.00
00036575	4110101	DESKTOP COMPUTER		F8K4SD1	GX745	0051 3 318	E 07 101007 062510	052918	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		171864	000001	O		376-0051	861.80 5
		COM: DELL CPU						TOTAL	861.80
00038665	4110101	DESKTOP COMPUTER		JKJ3FP1	GX380	0051 3 318	G 07 042511		052918 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
				180145	080677	O		432-0051-432261S	.00 5
		COM: DELL CPU						TOTAL	.00
00038672	4110101	DESKTOP COMPUTER		JKK3FP1	GX380	0051 3 318	G 07 042511		052918 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
				180145	080677	O		432-0051-432261S	.00 5
		COM: DELL CPU						TOTAL	.00
00101088	4080100	TELEVISIONS		321-35200351	C27A25	0051 3 321	G 07 010104		061118 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000030 ZENITH			000001	O			.00 7
		COM: ZENITH TV						TOTAL	.00

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00039735	4110101	DESKTOP COMPUTER		62XS4V1	GX390	0051	3	321A	G	07	080612					061118	Y
		VDR: VD04220000 DELL MARKETING LP			PO NUM CHECK OLG OWN								FND-CNTR-PROJECT			AMOUNT	LIF
					182661 088588 O								420-0071-4221220			5	
		COM: DELL CPU 390											TOTAL			.00	
00040500	4080201	SURVEILLANCE SECURITY EQUIP		N/V	2960	0051	3	323	G	07	050713					053018	Y
		VDR: VP14400000 PROGRESSIVE COMMUNICATIONS			PO NUM CHECK OLG OWN								FND-CNTR-PROJECT			AMOUNT	LIF
					184531 094156 O								379-0051-0999			838.89	7
		COM: CISCO CATALYST 2960											TOTAL			838.89	
													CUR VALUE			459.39	
00034825	4110101	DESKTOP COMPUTER		4L9JG81	GX620	0051	3	336	E	07	010106					061118	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS			PO NUM CHECK OLG OWN								FND-CNTR-PROJECT			AMOUNT	LIF
		MFG: M000000138 DELL			000001 O											1,108.00	5
		COM: 2PU											TOTAL			1,108.00	
00037550	4110101	DESKTOP COMPUTER		71MTDK1	GX760	0051	3	336	G	07	110509					061118	Y
		VDR: VD04220000 DELL MARKETING LP			PO NUM CHECK OLG OWN								FND-CNTR-PROJECT			AMOUNT	LIF
					177040 071368 O								378-0071-0999			5	
		COM: DELL CPU											TOTAL			.00	
00037555	4110101	DESKTOP COMPUTER		84XQDK1	GX760	0051	3	336	G	07	110509					061118	Y
		VDR: VD04220000 DELL MARKETING LP			PO NUM CHECK OLG OWN								FND-CNTR-PROJECT			AMOUNT	LIF
					177040 071368 O								378-0071-0999			5	
		COM: DELL CPU											TOTAL			.00	
00037556	4110101	DESKTOP COMPUTER		84XRDK1	GX760	0051	3	336	G	07	110509					061118	Y
		VDR: VD04220000 DELL MARKETING LP			PO NUM CHECK OLG OWN								FND-CNTR-PROJECT			AMOUNT	LIF
					177040 071368 O								378-0071-0999			5	
		COM: DELL CPU											TOTAL			.00	
00037560	4110101	DESKTOP COMPUTER		84XWDK1	GX760	0051	3	336	G	07	110509					061118	Y
		VDR: VD04220000 DELL MARKETING LP			PO NUM CHECK OLG OWN								FND-CNTR-PROJECT			AMOUNT	LIF
					177040 071368 O								378-0071-0999			5	
		COM: DELL CPU											TOTAL			.00	

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00037561	4110101	DESKTOP COMPUTER		84XVDK1	GX760	0051	3	336	G	07	110509			061118		Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				177040	071368	O							378-0071-0999			5	
		COM: DELL CPU											TOTAL		.00		
00037562	4110101	DESKTOP COMPUTER		32510L1	GX760	0051	3	336	G	07	110509			061118		Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				177040	071368	O							378-0071-0999			5	
		COM: DELL CPU											TOTAL		.00		
00037566	4110101	DESKTOP COMPUTER		84XNDK1	GX760	0051	3	336	G	07	110509			061118		Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				177040	071368	O							378-0071-0999			5	
		COM: DELL CPU											TOTAL		.00		
00037568	4110101	DESKTOP COMPUTER		84XPDK1	GX760	0051	3	336	G	07	110509			061118		Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				177040	071368	O							378-0071-0999			5	
		COM: DELL CPU											TOTAL		.00		
00037569	4110101	DESKTOP COMPUTER		71MZDK1	GX760	0051	3	336	G	07	110509			061118		Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				177040	071368	O							378-0071-0999			5	
		COM: DELL CPU											TOTAL		.00		
00037815	4050102	SMART BOARD		SB680-R2-952112		0051	4	406	G	07	050310			061118		Y	
		VDR: VA13150000 AVI-SPL		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				178047		O							432-9001-431210S		1,399.00	5	
		COM: SMART BOARD											TOTAL		1,399.00		
00035067	4110101	DESKTOP COMPUTER		62YYN91	GX520	0051	4	409	G	07	010106	091310		061118		Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O									1,108.00	5	
		COM: DELL CPU											TOTAL		1,108.00		

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						CNTR DP BLDG FM N DS		ACQRED INVTY	DISPD G
00038181	4110101	DESKTOP COMPUTER		5D3LKN1	GX380	0051 4 411	G	07 112010	061118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
				179070 077592 O				420-0071-4212691	5
		COM: DELL CPU						TOTAL	.00
00040196	4110109	MIMIOVIEW		M05D22124	ICD03	0051 4 412	G	07 032713	052918 Y
		VDR: VH14100000 HOWARD COMPUTERS		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
				184387 093378 O				434-0051-434R002	5
		COM: MIMIOVIEW						TOTAL	.00
00039616	4110101	DESKTOP COMPUTER		G27Y4V1	GX390	0051 4 423	G	07 080612	061118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
				182661 088588 O				420-0071-4221220	5
		COM: DELL CPU 390						TOTAL	.00
00039636	4110101	DESKTOP COMPUTER		62WQ4V1	GX390	0051 4 423	G	07 080612	061118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
				182661 088588 O				420-0071-4221220	5
		COM: DELL CPU 390						TOTAL	.00
00033755	4110101	DESKTOP COMPUTER		CF2LK81	GX520	0051 4 425	G	07 010106	061118 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		000001 O				829.00	5
		COM: DELL CPU						TOTAL	829.00
00035232	4110101	DESKTOP COMPUTER		4XSFZB1	GX520	0051 4 425	E	07 010106 050512	061118 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		000001 O				1,108.00	5
		COM: DELL CPU						TOTAL	1,108.00
00035383	4110101	DESKTOP COMPUTER		90V05C1	GX520	0051 4 425	G	07 121206 052410	061118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		168925 000001 O				420-0231	5
		COM: DELL CPU						TOTAL	829.00

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00038162	4110101	DESKTOP COMPUTER		5D0LKN1	GX380	0051	4	425	G	07	112010			061118		Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				179070	077592	O							420-0071-4212691			5	
		COM: DELL CPU											TOTAL		.00		
00039734	4110101	DESKTOP COMPUTER		62ZX4V1	GX390	0051	4	425	G	07	080612	062413	061118		Y		
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182661	088588	O							420-0071-4221220			5	
		COM: DELL CPU 390											TOTAL		.00		
00037816	4050102	SMART BOARD		SB680-R2-953056		0051	4	426	G	07	050310		061118		Y		
		VDR: VA13150000 AVI-SPL		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				178047		O							432-9001-431210S		1,399.00	5	
		COM: SMART BOARD	40020										TOTAL		1,399.00		
00037659	4110101	DESKTOP COMPUTER		71QYDK1	GX760	0051	4	430	G	07	110509		061118		Y		
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				177040	071368	O							378-0141-0999			5	
		COM: DELL CPU											TOTAL		.00		
00037665	4110101	DESKTOP COMPUTER		71QZDK1	GX760	0051	4	430	G	07	110509		052918		Y		
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				177040	071368	O							378-0141-0999			5	
		COM: DELL CPU											TOTAL		.00		
00037668	4110101	DESKTOP COMPUTER		71QWDK1	GX760	0051	4	430	G	07	110509		052918		Y		
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				177040	071368	O							378-0141-0999			5	
		COM: DELL CPU											TOTAL		.00		
00038124	4110101	DESKTOP COMPUTER		BF6NPM1	GX380	0051	4	430	G	07	092710		052918		Y		
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				178910	077300	O							110-0051-1105420			5	
		COM: DELL CPU											TOTAL		.00		

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00039726	4110101	DESKTOP COMPUTER		62Y35V1	GX390	0051	4	430	G	07	080612	062413	061118	Y			
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182661	088588	O							420-0071-4221220		5		
		COM: DELL CPU 390											TOTAL		.00		
00040020	4110102	LAPTOP COMPUTER		8MC5BW1	E5530	0051	4	430	G	07	010913		061118	Y			
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				184212	011213	O							420-0091-4221230		880.75	5	
		COM: DELL LAPTOP (IRIS WILLIAMS)											TOTAL		880.75		
													CUR VALUE		264.22		
00037356	4400202	DEFIBRILLATOR		4273401	G3	0051	4	449	G	07	092809		052918	Y			
		VDR: VC02000000 CARDIAC SCIENCE CORPORATION		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				176255	070180	O							432-9008-4363054		1,295.00	7	
		COM: POWERHEART DEFIBRILLATOR											TOTAL		1,295.00		
													CUR VALUE		30.84		
00032265	4110101	DESKTOP COMPUTER		997R131	GX260	0051	4	452	G	07	010104		061118	Y			
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O										5	
		COM: DELL CPU											TOTAL		.00		
00040219	4100000	COMMUNICATION EQUIPMENT		12460003225V	24P2	0051	4	457	G	07	022613		061118	Y			
		VDR: VH06760000 HAYES E-GOVERNMENT RESOURCES		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				184301	092985	O							420-0071-4212694		2,228.90	5	
		COM: ENTERASYS											TOTAL		2,228.90		
													CUR VALUE		705.80		
00037718	4130000	CUSTODIAL/MAINTENANCE EQUIPMENT		052088	150XP	0051	5	509	G	07	030510	062413	061118	Y			
		VDR: VA03750000 AERO MAINTENANCE SUPPLY		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				177783	074158	O	O						378-0071-0999		7		
		COM: PROFORCE VACUM CLEANER											TOTAL		.00		
00200860	4200007	STACKED OVEN		N/V	N/V	0051	5	509	E	07	010104	070611	061118	Y			
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
					000001	O									12,000.00	7	
		COM: BLODGETT OVEN											TOTAL		12,000.00		

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00200870	4090000	APPLIANCES		N/V	N/V	0051	5	509	E	07	010104	062413	061118	Y			
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
				000001	O										1,500.00	7	
		COM: SALVAJO	FOOD DISPOSAL											TOTAL	1,500.00		
00200898	4200003	MIXER		31-1263-519	N/V	0051	5	509	E	07	010104	062413	061118	Y			
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000034	HOBART	000001	O										6,000.00	7	
		COM: HOBART	MIXER											TOTAL	6,000.00		
00040497	4080201	SURVEILLANCE SECURITY EQUP		N/V	2960	0051	5	525	G	07	050713		053018	Y			
		VDR: VP14400000	PROGRESSIVE COMMUNICATIONS	PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
				184531	094156	O								379-0051-0999	838.89	7	
		COM: CISCO	CATALYST 2960											TOTAL	838.89		
														CUR VALUE	459.39		
00038315	4160400	MISC FURNITURE		N/A	N/A	0051	6	620	G	07	010711		052918	Y			
		VDR: VW05200000	WENGER CORPORATION	PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
				179193	078797	O								432-0051-432261S	10		
		COM: CONDUCTOR'S	CHAIR											TOTAL	.00		
00038362	4220000	MUSICAL INSTRUMENTS		268616	1129	0051	6	620	G	07	011411		052918	Y			
		VDR: VW12200000	WOODWIND AND BASSWIND	PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
				179483		O								432-0051-432261S	1,898.00	5	
		COM: KING												TOTAL	1,898.00		
00038363	4220000	MUSICAL INSTRUMENTS		270382	1129	0051	6	620	G	07	011411		052918	Y			
		VDR: VW12200000	WOODWIND AND BASSWIND	PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
				179483		O								432-0051-432261S	1,898.00	5	
		COM: KING												TOTAL	1,898.00		
00038368	4220002	SAXOPHONE		AS10050189		0051	6	620	G	07	011411		052918	Y			
		VDR: VW12200000	WOODWIND AND BASSWIND	PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
				179483		O								432-0051-432261S	10		
		COM: BUNDY	ALTO SAXOPHONE											TOTAL	.00		

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00038371	4220002	SAXOPHONE		AS10050081			0051	6	620	G	07	011411			052918	Y	
		VDR: VW12200000	WOODWIND AND BASSWIND	PO NUM 179483	CHECK O	OLG O	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
													432-0051-432261S		10		
		COM: BUNDY ALTO	SAXOPHONE										TOTAL		.00		
00038372	4220001	TRUMPET		TR10090004			0051	6	620	G	07	011411			052918	Y	
		VDR: VW12200000	WOODWIND AND BASSWIND	PO NUM 179483	CHECK O	OLG O	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
													432-0051-432261S		5		
		COM: BUNDY TRUMPET											TOTAL		.00		
00038373	4220001	TRUMPET		TR10090058			0051	6	620	G	07	011411			052918	Y	
		VDR: VW12200000	WOODWIND AND BASSWIND	PO NUM 179483	CHECK O	OLG O	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
													432-0051-432261S		5		
		COM: BUNDY TRUMPET											TOTAL		.00		
00038374	4220001	TRUMPET		TR10090003			0051	6	620	G	07	011411			052918	Y	
		VDR: VW12200000	WOODWIND AND BASSWIND	PO NUM 179483	CHECK O	OLG O	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
													432-0051-432261S		5		
		COM: BUNDY TRUMPET											TOTAL		.00		
00038375	4220002	SAXOPHONE		10060217			0051	6	620	G	07	011411			052918	Y	
		VDR: VW12200000	WOODWIND AND BASSWIND	PO NUM 179483	CHECK O	OLG O	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
													432-0051-432261S		10		
		COM: ALLORA SOPRANO	SAXOPHONE										TOTAL		.00		
00038377	4220003	SOUSAPHONE		270942		2350WS	0051	6	620	G	07	011411			052918	Y	
		VDR: VW12200000	WOODWIND AND BASSWIND	PO NUM 179483	CHECK O	OLG O	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
													432-0051-432261S		4,998.00	10	
		COM: KING SOUSAPHONE											TOTAL		4,998.00		
													CUR VALUE		2,249.10		
00036123	4050000	AUDIO-VISUAL EQUIPMENT		SB680-224218		N/A	0051	6	620B	E	07	010106			052918	Y	
		VDR: VA13140000	AUDIO VISION, INC.	PO NUM 170210	CHECK 000001	OLG O	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
													420-0051		1,748.00	7	
		COM: SMARTBOARD											TOTAL		1,748.00		

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00037004	4220000	MUSICAL INSTRUMENTS		G28778	M100	0051 6 621 E 07	060408	062510	052918 Y
		VDR: VI02800000 INTERSTATE MUSIC SUPPLY		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				000001	0				5
		COM: BLESSING MELLOPHONE						TOTAL	.00
00037007	4220000	MUSICAL INSTRUMENTS		M2522	M300	0051 6 621 E 07	060208		052918 Y
		VDR: VI02800000 INTERSTATE MUSIC SUPPLY		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				171614	000001	0		110-0051	990.00 5
		COM: BARRITONE BLESSING						TOTAL	990.00
00037008	4220000	MUSICAL INSTRUMENTS		M2317	M300	0051 6 621 E 07	060408	062510	052918 Y
		VDR: VI02800000 INTERSTATE MUSIC SUPPLY		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				171614	000001	0		110-0051	990.00 5
		COM: BLESSING BARRITONE						TOTAL	990.00
00037010	4220000	MUSICAL INSTRUMENTS		226818	FFX131	0051 6 621 E 07	060408	062510	052918 Y
		VDR: VI02800000 INTERSTATE MUSIC SUPPLY		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000062 PEARL			000001	0			5
		COM: PEARL SNARE DRUM						TOTAL	.00
00037011	4220000	MUSICAL INSTRUMENTS		225873	FFX141	0051 6 621 E 07	060408	062510	052918 Y
		VDR: VI02800000 INTERSTATE MUSIC SUPPLY		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000062 PEARL			000001	0			5
		COM: PEARL SNARE DRUM						TOTAL	.00
00037012	4220000	MUSICAL INSTRUMENTS		226850	FFX131	0051 6 621 E 07	060408	062510	052918 Y
		VDR: VI02800000 INTERSTATE MUSIC SUPPLY		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000062 PEARL			000001	0			5
		COM: PEARL SNARE DRUM						TOTAL	.00
00037015	4220000	MUSICAL INSTRUMENTS		226040	PED221	0051 6 621 E 07	060408	062510	052918 Y
		VDR: VI02800000 INTERSTATE MUSIC SUPPLY		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000062 PEARL			000001	0			5
		COM: PEARL BASS DRUM						TOTAL	.00

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00040476	4080201	SURVEILLANCE SECURITY EQUP		N/V	2960	0051	7	706	G	07	050713			052918	Y		
		VDR: VP14400000 PROGRESSIVE COMMUNICATIONS			PO NUM CHECK OLG OWN									FND-CNTR-PROJECT	AMOUNT	LIF	
					184531 094156 O									379-0051-0999	838.89	7	
		COM: CISCO CATALYST 2960												TOTAL	838.89		
														CUR VALUE	459.39		
00038159	4070000	SCANNER		211073	6130	0051	7	713	G	07	110310	062413	061118	Y			
		VDR: VC00220000 CDW GOVERNMENT, INC.			PO NUM CHECK OLG OWN									FND-CNTR-PROJECT	AMOUNT	LIF	
					179069 077285 O									432-9001-432260S	947.44	5	
		COM: FIJITSU SCANER/PRINTER												TOTAL	947.44		
00036011	4090300	REFRIGERATOR		8103973	SMF49	0051	7	721	E	07	060407			052918	Y		
		VDR: VM14200000 MOORE-WARREN EQUIPMENT CO, INC			PO NUM CHECK OLG OWN									FND-CNTR-PROJECT	AMOUNT	LIF	
					167903 000001 O									341-0051	1,870.43	7	
		COM: BEVERAGE AIR COOLER												TOTAL	1,870.43		
00036019	4200009	SERVING LINE		B07B17704L	EF5CPA	0051	7	721	E	07	060407			052918	Y		
		VDR: VM14200000 MOORE-WARREN EQUIPMENT CO, INC			PO NUM CHECK OLG OWN									FND-CNTR-PROJECT	AMOUNT	LIF	
					167903 000001 O									341-0051	1,356.60	7	
		COM: FOOD WARMER												TOTAL	1,356.60		
00038000	4200013	MILK BOX		9602001	F49Y1S	0051	7	721	G	07	091410			101017	Y		
		VDR: VC05590000 CENTRAL RESTAURANT PRODUCTS			PO NUM CHECK OLG OWN									FND-CNTR-PROJECT	AMOUNT	LIF	
					179012 077843 O									378-0051-0999	2,509.53	10	
		COM: MILK BOX												TOTAL	2,509.53		
														CUR VALUE	1,045.66		
00041658	4110101	DESKTOP COMPUTER		HZVTZ12	3020	0051	7	729	G	07	092214			011618	Y		
		VDR: VD04220000 DELL MARKETING LP			PO NUM CHECK OLG OWN									FND-CNTR-PROJECT	AMOUNT	LIF	
					186945 101912 O O									410-0051-0708		5	
		COM: DELL CPU 3020												TOTAL	.00		
00036873	4110300	PRINTERS		8RG8DD1	1320C	0051	8	805	E	07	021508			060718	Y		
		VDR: VD04220000 DELL MARKETING LP			PO NUM CHECK OLG OWN									FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138 DELL			000001 O											5	
		COM: DELL PRINTER												TOTAL	.00		

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00038951	4110000	COMPUTER EQUIPMENT		919HM110503562	RCKM01	0051	8	814	G	07	011012				060718	Y	
		VDR: VH14100000 HOWARD COMPUTERS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				181851	086192	O							434-0071-434RS61		5		
		COM: DYMO MIMIOPAD RENAE PRESHAE											TOTAL		.00		
00038986	4110101	DESKTOP COMPUTER		G38NYR1	GC390	0051	8	814	G	07	012512				060718	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				181825		O							434-0071-434RS61		5		
		COM: DELL CPU GX390											TOTAL		.00		
00038998	4110101	DESKTOP COMPUTER		G3RHRY1	GC390	0051	8	814	G	07	012512				060718	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				181825		O							434-0071-434RS61		5		
		COM: DELL CPU GX390											TOTAL		.00		
00039431	4110300	PRINTERS		CNBH109333	400	0051	8	814	G	07	063012				060718	Y	
		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182506	087713	O							434-0071		5		
		COM: HP COLOR PRINTER											TOTAL		.00		
00040190	4110109	MIMIOVIEW		M05D23157	ICD03	0051	8	814	G	07	032713				060718	Y	
		VDR: VH14100000 HOWARD COMPUTERS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				184387	093378	O							434-0071-434R631		5		
		COM: MIMIOVIEW											TOTAL		.00		
00101881	4090300	REFRIGERATOR		BA30415336	FRT17G	0051	8	817	G	07	010104				060718	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
					000001	O									7		
		COM: FRIGIDAIRE REFRIG											TOTAL		.00		
00101956	4090000	APPLIANCES		XE33903143	GLET10	0051	8	817	G	07	010104				060718	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
					000001	O									7		
		COM: FRIGIDAIRE WASHER/DRY											TOTAL		.00		

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00036887	4160200	DESKS		N/A	29-367	0051	8 818 E 07	100407	052918 Y
		VDR: VE09760000 EXECUTIVE OFFICE FURNITURE							
		COM: EXEC DESK							
			PO NUM CHECK OLG OWN					FND-CNTR-PROJECT	AMOUNT LIF
			172056 000001 O					110-9001	779.95 10
								TOTAL	779.95
								CUR VALUE	409.45
00039453	4110101	DESKTOP COMPUTER		G21Y4V1	GC390	0051	8 818 G 07	063012	052918 Y
		VDR: VD04220000 DELL MARKETING LP							
		COM: DELL CPU GX390							
			PO NUM CHECK OLG OWN					FND-CNTR-PROJECT	AMOUNT LIF
			182661 088588 O					434-0051-4221220	5
								TOTAL	.00
00040499	4080201	SURVEILLANCE SECURITY EQUIP		N/V	2960	0051	8 818A G 07	050713	053018 Y
		VDR: VP14400000 PROGRESSIVE COMMUNICATIONS							
		COM: CISCO CATALYST 2960							
			PO NUM CHECK OLG OWN					FND-CNTR-PROJECT	AMOUNT LIF
			184531 094156 O					379-0051-0999	838.89 7
								TOTAL	838.89
								CUR VALUE	459.39
00039968	4110102	LAPTOP COMPUTER		6G2D9W1	E5430	0051	8 820 G 07	010913	060718 Y
		VDR: VD04220000 DELL MARKETING LP							
		COM: DELL LAPTOP ALONZO KING							
			PO NUM CHECK OLG OWN					FND-CNTR-PROJECT	AMOUNT LIF
			184056 011213 O					434-0071-434R631	841.74 5
								TOTAL	841.74
								CUR VALUE	252.52
00040192	4110109	MIMIOVIEW		M05D23045	ICD03	0051	8 820 G 07	032713	060718 Y
		VDR: VH14100000 HOWARD COMPUTERS							
		COM: MIMIOVIEW							
			PO NUM CHECK OLG OWN					FND-CNTR-PROJECT	AMOUNT LIF
			184387 093378 O					434-0071-434R631	5
								TOTAL	.00
00200823	4200000	LUNCHROOM EQUIPMENT		27-054-374	N/V	0051	8 820 G 07	010104	060718 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS							
		COM: POTATOE PEELER							
			PO NUM CHECK OLG OWN					FND-CNTR-PROJECT	AMOUNT LIF
			000001 O					TOTAL	.00
00200837	4090000	APPLIANCES		N/V	N/V	0051	8 820 G 07	010104	060718 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS							
		MFG: M000000034 HOBART							
		COM: HOBART DISH WASHER							
			PO NUM CHECK OLG OWN					FND-CNTR-PROJECT	AMOUNT LIF
			000001 O					TOTAL	.00

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00034082	4110102	LAPTOP COMPUTER		4H6191X7SEB	BA124L	0051	8 824	E 07 010104 062510	052918 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000002	APPLE COMPUTER	000001		O			1,066.00 5
		COM: I-BOOK LAPTOP						TOTAL	1,066.00
00034110	4110102	LAPTOP COMPUTER		4H6191YLSEB	BA124L	0051	8 826	E 07 010104 062510	052918 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000002	APPLE COMPUTER	000001		O			1,066.00 5
		COM: I-BOOK LAPTOP						TOTAL	1,066.00
00037412	4110101	DESKTOP COMPUTER		71RQDK1	GX760	0051	8 826	G 07 100909	052918 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				177040		O		378-9001-0999	.00 5
		COM: DELL CPU						TOTAL	.00
00037413	4110101	DESKTOP COMPUTER		71RVDK1	GX760	0051	8 826	G 07 100909	052918 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				177040		O			.00 5
		COM: DELL CPU						TOTAL	.00
00039459	4110101	DESKTOP COMPUTER		HYG05V1	GC390	0051	8 826	G 07 063012	052918 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				182661	088588	O		434-0051-4221220	.00 5
		COM: DELL CPU GX390						TOTAL	.00
00039465	4110101	DESKTOP COMPUTER		HYM05V1	GC390	0051	8 826	G 07 063012	052918 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				182661	088588	O		434-0051-4221220	.00 5
		COM: DELL CPU GX390						TOTAL	.00
00039487	4110101	DESKTOP COMPUTER		G22Z4V1	GC390	0051	8 826	G 07 063012	052918 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				182661	088588	O		434-0051-4221220	.00 5
		COM: DELL CPU GX390						TOTAL	.00

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS		ACQRED INVTY	DISPD G
00038952	4110000	COMPUTER EQUIPMENT		919HM110503728	RCKM01	0051	8 827	G 07 011012	060718 Y
		VDR: VH14100000 HOWARD COMPUTERS		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
				181851 086192 O				434-0071-434RS61	5
		COM: DYMO MIMIOPAD						TOTAL	.00
00037772	4110101	DESKTOP COMPUTER		19510L1	GX760	0051	8 828	G 07 100909 051612 052918	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
				177040 071368 O				378-0051-1109990	5
		COM: DELL CPU						TOTAL	.00
00037790	4110101	DESKTOP COMPUTER		G3510L1	GX760	0051	8 828	G 07 100909 051612 122017	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
				177040 071368 O				378-0051-1109990	5
		COM: DELL CPU						TOTAL	.00
00038127	4110101	DESKTOP COMPUTER		BF6BPM1	GX380	0051	8 828	G 07 092710	052918 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
				178910 037700 O				110-0051-1105420	5
		COM: DELL CPU						TOTAL	.00
00034873	4110101	DESKTOP COMPUTER		71K5C91	GX620	0051	8 829	E 07 010107	060718 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		000001 O					1,500.00 5
		COM: DELL CPU						TOTAL	1,500.00
00039741	4110101	DESKTOP COMPUTER		62X65V1	GX390	0051	8 831	G 07 080612	060718 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
				182661 088588 O				420-0071-4221220	5
		COM: DELL CPU 390						TOTAL	.00
00038101	4050102	SMART BOARD		SB680-R2-A37640	SB680	0051	9 905	G 07 092410	052918 Y
		VDR: VA13150000 AVI-SPL		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
				178893 077277 O				432-0051-432261S	1,311.25 5
		COM: SMART BOARD						TOTAL	1,311.25

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						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00038671	4110101	DESKTOP COMPUTER		JKJ1FP1	GX380	0051 9 905	G 07	042511	052918 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
				180145	080677	O		432-0051-432261S	5
		COM: DELL CPU						TOTAL	.00
00101098	4220000	MUSICAL INSTRUMENTS		N/V	N/V	0051 9 906	G 07	010104	061118 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
						O		TOTAL	.00
00101586	4220000	MUSICAL INSTRUMENTS		QJL2868	N/V	0051 9 906	G 07	010104	061118 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
						O		TOTAL	.00
00101587	4220000	MUSICAL INSTRUMENTS		N/V	N/V	0051 9 906	G 07	010104	061118 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
						O		TOTAL	.00
00101588	4220000	MUSICAL INSTRUMENTS		QJK2702	N/V	0051 9 906	G 07	010104	061118 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
						O		TOTAL	.00
00010155	4220000	MUSICAL INSTRUMENTS		631430		0051 9 909	G 07	010104	061118 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
					000001	O		TOTAL	.00
00035882	4220000	MUSICAL INSTRUMENTS		S65217	NOT VI	0051 9 909	G 07	010104	061118 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
					000001	O		TOTAL	.00
		COM: VITO SAX							

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00101556	4220000	MUSICAL INSTRUMENTS		334454	NOT VI	0051	9 909	G 07 010104	061118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				000001		O			5
		COM: SOUSOPHONE						TOTAL	.00
00101557	4220000	MUSICAL INSTRUMENTS		334734	NOT VI	0051	9 909	G 07 010104	061118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				000001		O			5
		COM: SOUSOPHONE						TOTAL	.00
00101968	4220000	MUSICAL INSTRUMENTS		339368		0051	9 909	G 07 010104	061118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				000001		O			5
		COM: BARITONE						TOTAL	.00
00101974	4220000	MUSICAL INSTRUMENTS		339921		0051	9 909	G 07 010104	061118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				000001		O			5
		COM: BARITONE						TOTAL	.00
00107062	4220000	MUSICAL INSTRUMENTS		932972	NOT VI	0051	9 909	G 07 010104	061118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000062	PEARL	000001		O			5
		COM: PEARL CONCERT BASS						TOTAL	.00
00039497	4110101	DESKTOP COMPUTER		HYKW4V1		GC390		0051 9 913 G 07 063012	052918 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				182661	088588	O		434-0051-4221220	5
		COM: DELL CPU GX390						TOTAL	.00
00036875	4110102	LAPTOP COMPUTER		DD19MF1		D830		0051 9 915 G 07 010108	061118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00

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-FA NUM-	CODE	-----CLASSIFICATION-----	-----DESCRIPTION-----	---SERIAL NUMBER---	---MODEL--- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C ACQRED	-----DATES----- INVTY	T DISPD	G
00038953	4110000	COMPUTER EQUIPMENT		919HM110503563	RCKM01	0051 9 915	G 07	011012	061118	Y
		VDR: VH14100000 HOWARD COMPUTERS		PO NUM CHECK OLG OWN 181851 086192 O				FND-CNTR-PROJECT-----AMOUNT LIF 434-0071-434RS61 5 TOTAL .00		
		COM: DYMO MIMIOPAD								
00039581	4160400	MISC FURNITURE		N/V	N/V	0051 9 915	G 07	071912	061118	Y
		VDR: VK01280000 K-LOG, INC.		PO NUM CHECK OLG OWN 181882 088845 O				FND-CNTR-PROJECT-----AMOUNT LIF 434-0071-434RS61 10 TOTAL 824.00 CUR VALUE 494.40		
		COM: OFFICE CHAIR BROWN LEATHER								
00101893	4220000	MUSICAL INSTRUMENTS		7007495	NOT VI	0051 9 916	G 07	010104 062413	061118	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS MFG: M000000120 KAWI		PO NUM CHECK OLG OWN 000001 O				FND-CNTR-PROJECT-----AMOUNT LIF TOTAL 1,495.00 5		
		COM: KAWAI PIANO								
00101894	4220000	MUSICAL INSTRUMENTS		7007785	NOT VI	0051 9 916	G 07	010104 062413	061118	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS MFG: M000000120 KAWI		PO NUM CHECK OLG OWN 000001 O				FND-CNTR-PROJECT-----AMOUNT LIF TOTAL 1,495.00 5		
		COM: KAWAI PIANO								
00101895	4220000	MUSICAL INSTRUMENTS		7007483	NOT VI	0051 9 916	G 07	010104 062413	061118	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS MFG: M000000120 KAWI		PO NUM CHECK OLG OWN 000001 O				FND-CNTR-PROJECT-----AMOUNT LIF TOTAL 1,495.00 5		
		COM: KAWAI PIANO								
00101896	4220000	MUSICAL INSTRUMENTS		7007759	NOT VI	0051 9 916	G 07	010104 062413	061118	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS MFG: M000000120 KAWI		PO NUM CHECK OLG OWN 000001 O				FND-CNTR-PROJECT-----AMOUNT LIF TOTAL 1,495.00 5		
		COM: KAWAI PIANO								
00101897	4220000	MUSICAL INSTRUMENTS		7007783	NOT VI	0051 9 916	G 07	010104 062413	061118	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS MFG: M000000120 KAWI		PO NUM CHECK OLG OWN 000001 O				FND-CNTR-PROJECT-----AMOUNT LIF TOTAL 1,495.00 5		
		COM: KAWAI PIANO								

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						CNTR DP BLDG FM N DS	ACQRED	INVTRY	DISPD G
00101898	4220000	MUSICAL INSTRUMENTS		7007481	NOT VI	0051 9 916 G 07	010104	062413	061118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000120	KAWI	000001	O				1,495.00 5
		COM: KAWAI PIANO						TOTAL	1,495.00
00101899	4220000	MUSICAL INSTRUMENTS		7007494	NOT VI	0051 9 916 G 07	010104	062413	061118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000120	KAWI	000001	O				1,495.00 5
		COM: KAWAI PIANO						TOTAL	1,495.00
00101900	4220000	MUSICAL INSTRUMENTS		7007756	NOT VI	0051 9 916 G 07	010104	062413	061118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000120	KAWI	000001	O				1,495.00 5
		COM: KAWAI PIANO						TOTAL	1,495.00
00107052	4220000	MUSICAL INSTRUMENTS		107055	NOT VI	0051 9 916 G 07	010104	062413	061118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000120	KAWI	000001	O				1,495.00 5
		COM: KAWAI PIANO						TOTAL	1,495.00
00107054	4220000	MUSICAL INSTRUMENTS		107056	NOT VI	0051 9 916 G 07	010104	062413	061118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000120	KAWI	000001	O				1,495.00 5
		COM: KAWAI PIANO						TOTAL	1,495.00
00107894	4220000	MUSICAL INSTRUMENTS		107896	NOT VI	0051 9 916 G 07	010104	062413	061118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000120	KAWI	000001	O				1,495.00 5
		COM: KAWAI PIANO						TOTAL	1,495.00
00037107	4080000	CAMERAS		520113845	REBEL	0051 9 927 E 07	080608		061118 Y
		VDR: VB05840000	HSBC BUSINESS SOLUTIONS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000009	CANON	174068	062729	O	110-0051-0517		1,260.95 7
		COM: CANON CAMERA						TOTAL	1,260.95

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						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00037108	4050000	AUDIO-VISUAL EQUIPMENT		13266131	GZ-HD3	0051	9 927	E 07 080608	061118 Y
		VDR: VB05840000 HSBC BUSINESS SOLUTIONS		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
				174068 062729 O				110-0071-0517 1,179.95 7	
		COM: JVC CAMCORDER						TOTAL 1,179.95	
00101554	4080100	TELEVISIONS		N/V	C27A25	0051	90 709	G 07 010104	061118 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000030 ZENITH		000001 O				TOTAL .00	
		COM: ZENTITH TV							
				CNTR 0051	TOTAL		177 ITEMS	114,527.82	COST

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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER----	---MODEL-- NUMBER	---LOCATION---- C CNTR DP BLDG FM N DS	-----DATES----- ACQRED INVTRY	T DISPD G
00042630	4200013	MILK BOX		11911200	SMF49Y	0061 12 G 07	083116	111517 Y
	VDR:	FC07000000	CENTRAL RESTAURANT PRODUCTS	PO NUM	CHECK	OLG	OWN	
				198403	111003	O	O	
	COM:	FORCED AIR MILK COOLER						
				CNTR 0061	TOTAL	1 ITEMS	2,840.00	COST
							FND-CNTR-PROJECT-----	AMOUNT LIF
							410-0191-0712	2,840.00 10
							TOTAL	2,840.00
							CUR VALUE	2,579.66

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0071 EAST GADSDEN HIGH SCHOOL

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS ACQRED		INVTY	DISPD G
00032108	4110101	DESKTOP COMPUTER		B20B031	GX260	0071	1 134 G 07 010104	072017	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			829.00 5
		COM: DELL CPU						TOTAL	829.00
00035693	4050102	SMART BOARD		5001524186	N/A	0071	2 200 G 07 010105	050318	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
					000001	O			1,700.00 7
		COM: SMART BOARD						TOTAL	1,700.00
00035253	4110101	DESKTOP COMPUTER		968X1C1	GX520	0071	2 208 E 07 052006	072017	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	168757	000001	O	110-0071		829.00 5
		COM: DELL CPU						TOTAL	829.00
00031602	4110104	ALPHA CART		N/A	N/A	0071	2 209 G 07 010105	050318	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
						O			.00 7
		COM: LAPTOP CART #31602						TOTAL	.00
00032481	4110103	LAPTOP CART		N/A	N/A	0071	2 209 G 07 010501 062413	050318	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
						O			.00 5
		COM: LAPTOP CART #32481						TOTAL	.00
00032482	4160400	MISC FURNITURE		N/A	N/A	0071	2 209 G 07 010106	050318	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
					000001	O			29,700.00 10
		COM: LAPTOP CART #32482						TOTAL	29,700.00
00032497	4110102	LAPTOP COMPUTER		GH1PJ41		0071	2 209 G 07 010104 062413	050318	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL		000001	O			.00 5
		COM: DELL LAPTOP						TOTAL	.00

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD
00032498	4110102	LAPTOP COMPUTER		3J1PJ41		0071 2 209	G 07 010104	062413	050318 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032499	4110102	LAPTOP COMPUTER		55LLJ41		0071 2 209	G 07 010104	062413	050318 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032500	4110102	LAPTOP COMPUTER				0071 2 209	G 07 010104		050318 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032587	4110102	LAPTOP COMPUTER		HDZK351		0071 2 209	G 07 010104	062413	050318 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032588	4110102	LAPTOP COMPUTER		6FZK351		0071 2 209	G 07 010104	062413	050318 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032589	4110102	LAPTOP COMPUTER		4FZK351		0071 2 209	G 07 010104	062413	050318 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032590	4110102	LAPTOP COMPUTER		1FZK351		0071 2 209	G 07 010104	062413	050318 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00

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 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS		ACQRED INVTY	DISPD G
00032671	4110102	LAPTOP COMPUTER		1P1PJ41		0071 2 209	G 07	010104 062413 050318	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032673	4110102	LAPTOP COMPUTER		CH1PJ41		0071 2 209	G 07	010104 062413 050318	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032675	4110102	LAPTOP COMPUTER		G5LLJ41		0071 2 209	G 07	010104 062413 050318	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032676	4110102	LAPTOP COMPUTER		DZLLJ41		0071 2 209	G 07	010104 062413 050318	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032678	4110102	LAPTOP COMPUTER		57LLJ41		0071 2 209	G 07	010104 062413 050318	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032680	4110102	LAPTOP COMPUTER		28LLJ41		0071 2 209	G 07	010104 062413 050318	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032681	4110102	LAPTOP COMPUTER		8H1PJ41		0071 2 209	G 07	010104 062413 050318	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD
00032682	4110102	LAPTOP COMPUTER		GK1PJ41		0071 2 209	G 07	010104 062413	050318 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032683	4110102	LAPTOP COMPUTER				0071 2 209	G 07	010104 062413	050318 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032684	4110102	LAPTOP COMPUTER		F7LLJ41		0071 2 209	G 07	010104 062413	050318 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032685	4110102	LAPTOP COMPUTER		G3LLJ41		0071 2 209	G 07	010104 062413	050318 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032686	4110102	LAPTOP COMPUTER		7J19J41		0071 2 209	G 07	010104 062413	050318 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032687	4110102	LAPTOP COMPUTER		1M19J41		0071 2 209	G 07	010104 062413	050318 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00
00032690	4110102	LAPTOP COMPUTER		F2LLJ41		0071 2 209	G 07	010104 062413	050318 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			5
		COM: DELL LAPTOP						TOTAL	.00

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 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	INVTY	DISPD	T
00034495	4160400	MISC FURNITURE		N/A	N/A	0071	2	209	E	07	052407	062413	050318	Y		
		VDR: VD04220000	DELL MARKETING LP		PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF	
					170545	000001	O						420-0071	1,835.00	10	
		COM: LAPTOP CART 33											TOTAL	1,835.00		
													CUR VALUE	152.93		
00035953	4110102	LAPTOP COMPUTER		6DMFYC1	820	0071	2	209	E	07	052407	062413	050318	Y		
		VDR: VD04220000	DELL MARKETING LP		PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL		170545	000001	O						420-0071	1,281.70	5	
		COM: DELL LAPTOP											TOTAL	1,281.70		
00035955	4110102	LAPTOP COMPUTER		JDMFYC1	820	0071	2	209	E	07	052407	062413	050318	Y		
		VDR: VD04220000	DELL MARKETING LP		PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL		170545	000001	O						420-0071	1,281.70	5	
		COM: DELL LAPTOP											TOTAL	1,281.70		
00035958	4110102	LAPTOP COMPUTER		HDMFYC1	D820	0071	2	209	E	07	010107		050318	Y		
		VDR: VD04220000	DELL MARKETING LP		PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL			000001	O						420-0071		5	
		COM: DELL LAPTOP											TOTAL	.00		
00035963	4110102	LAPTOP COMPUTER		BKRFYC1	131L	0071	2	209	E	07	052407	062413	050318	Y		
		VDR: VD04220000	DELL MARKETING LP		PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL		170545	000001	O						420-0071	830.88	5	
		COM: DELL LAPTOP											TOTAL	830.88		
00035964	4110102	LAPTOP COMPUTER		1LRFYC1	131L	0071	2	209	E	07	052407	062413	050318	Y		
		VDR: VD04220000	DELL MARKETING LP		PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL		170545	000001	O						420-0071	830.88	5	
		COM: DELL LAPTOP											TOTAL	830.88		
00035965	4110102	LAPTOP COMPUTER		DJRFYC1	131L	0071	2	209	E	07	052407	062413	050318	Y		
		VDR: VD04220000	DELL MARKETING LP		PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL		170545	000001	O						420-0071	830.88	5	
		COM: DELL LAPTOP											TOTAL	830.88		

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 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
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-FA NUM-	CODE-	CLASSIFICATION-	DESCRIPTION	SERIAL NUMBER-	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00035966	4110102	LAPTOP COMPUTER		HJRFYC1	131L	0071 2 209	E 07 052407	062413	050318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88 5
		COM: DELL LAPTOP						TOTAL	830.88
00035968	4110102	LAPTOP COMPUTER		6LRFYC1	131L	0071 2 209	E 07 052407	062413	050318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88 5
		COM: DELL LAPTOP						TOTAL	830.88
00035969	4110102	LAPTOP COMPUTER		3HRFYC1	131L	0071 2 209	E 07 052407	062413	050318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88 5
		COM: DELL LAPTOP						TOTAL	830.88
00035970	4110102	LAPTOP COMPUTER		DDRFYC1	131L	0071 2 209	E 07 052407	062413	050318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88 5
		COM: DELL LAPTOP						TOTAL	830.88
00035971	4110102	LAPTOP COMPUTER		35RFYC1	131L	0071 2 209	E 07 052407	062413	050318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88 5
		COM: DELL LAPTOP						TOTAL	830.88
00035972	4110102	LAPTOP COMPUTER		C5RFYC1	131L	0071 2 209	E 07 052407	062413	050318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88 5
		COM: DELL LAPTOP						TOTAL	830.88
00035978	4110102	LAPTOP COMPUTER		97RFYC1	131L	0071 2 209	E 07 052407	062413	050318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88 5
		COM: DELL LAPTOP						TOTAL	830.88

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
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-FA NUM-	CODE-	CLASSIFICATION-	DESCRIPTION	SERIAL NUMBER-	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS	ACQRED	INVTRY	DISPD
00035981	4110102	LAPTOP COMPUTER		BFRFYC1	131L	0071 2 209	E 07	052407 062413	050318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88 5
		COM: DELL LAPTOP						TOTAL	830.88
00035983	4110102	LAPTOP COMPUTER		39RFYC1	131L	0071 2 209	E 07	052407 062413	050318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88 5
		COM: DELL LAPTOP						TOTAL	830.88
00035984	4110102	LAPTOP COMPUTER		1GRFYC1	131L	0071 2 209	E 07	052407 062413	050318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88 5
		COM: DELL LAPTOP						TOTAL	830.88
00035985	4110102	LAPTOP COMPUTER		DCRFYC1	131L	0071 2 209	E 07	052407 062413	050318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88 5
		COM: DELL LAPTOP						TOTAL	830.88
00035987	4110102	LAPTOP COMPUTER		CHRFYC1	131L	0071 2 209	E 07	052407 062413	050318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88 5
		COM: DELL LAPTOP						TOTAL	830.88
00035989	4110102	LAPTOP COMPUTER		J5RFYC1	131L	0071 2 209	E 07	052407 062413	050318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88 5
		COM: DELL LAPTOP						TOTAL	830.88
00035990	4110102	LAPTOP COMPUTER		6BRFYC1	131L	0071 2 209	E 07	052407 062413	050318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88 5
		COM: DELL LAPTOP						TOTAL	830.88

RPRT- M1B08
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER----	---MODEL-- NUMBER	---LOCATION----- CNTR DP BLDG FM N DS	C ACQRED	-----DATES----- INVTRY	T DISPD	G
00035991	4110102	LAPTOP COMPUTER		5DRFYC1	131L	0071 2 209 E 07	052407	062413	050318	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		170545	000001	O		420-0071	830.88	5
		COM: DELL LAPTOP						TOTAL	830.88	
00037037	4050000	AUDIO-VISUAL EQUIPMENT		66786	N/V	0071 2 209 G 07	010104		050318	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
					000001	O				7
		COM: POLYVISION						TOTAL	.00	
00035027	4110101	DESKTOP COMPUTER		92YYN91	GX520	0071 4 425 G 07	010106	092109	072017	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			1,108.00	5
		COM: DELL CPU						TOTAL	1,108.00	
00035066	4110101	DESKTOP COMPUTER		C2YYN91	GX520	0071 4 425 G 07	010106	091310	072017	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			1,108.00	5
		COM: DELL CPU						TOTAL	1,108.00	
00035069	4110101	DESKTOP COMPUTER		63YYN91	GX520	0071 4 425 G 07	010106	091310	072017	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL			000001	O			1,108.00	5
		COM: DELL CPU						TOTAL	1,108.00	
00035218	4110101	DESKTOP COMPUTER		J76DZB1	GX520	0071 4 425 G 07	111706	050512	072017	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		168459	000001	O		420-0211	870.18	5
		COM: DELL CPU						TOTAL	870.18	
00035219	4110101	DESKTOP COMPUTER		786DZB1	GX520	0071 4 425 G 07	111706	050512	072017	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		168459	000001	O		420-0211	870.18	5
		COM: DELL CPU						TOTAL	870.18	

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0071 EAST GADSDEN HIGH SCHOOL

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	DATES	T
00035222	4110101	DESKTOP COMPUTER		286DZB1	GX520	0071 4 425 E 07 111706	072017	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	168459	000001	O	420-0245	870.18 5
		COM: DELL CPU					TOTAL	870.18
00035390	4110101	DESKTOP COMPUTER		J1V05C1	GX520	0071 4 425 E 07 121206 050512 072017	Y	
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	168925	000001	O	420-0231	829.00 5
		COM: DELL CPU					TOTAL	829.00
00038170	4110101	DESKTOP COMPUTER		5CQJKN1	GX380	0071 4 425 G 07 112010	072017	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O	420-0071-4212691	5
		COM: DELL CPU					TOTAL	.00
00038195	4110101	DESKTOP COMPUTER		5DKKKN1	GX380	0071 4 425 G 07 112010	072017	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O	420-0071-4212691	5
		COM: DELL CPU					TOTAL	.00
00038201	4110101	DESKTOP COMPUTER		5DLLKN1	GX380	0071 4 425 G 07 112010	072017	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O	420-0071-4212691	5
		COM: DELL CPU					TOTAL	.00
00038210	4110101	DESKTOP COMPUTER		5DTLKN1	GX380	0071 4 425 G 07 112010	072017	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O	420-0071-4212691	5
		COM: DELL CPU					TOTAL	.00
00038834	4110101	DESKTOP COMPUTER		BC6KZQ1	GX380	0071 4 425 G 07 081711	072017	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN	FND-CNTR-PROJECT	AMOUNT LIF
				180737	082602	O	432-9001-43630S5	5
		COM: DELL CPU GX380					TOTAL	.00

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0071 EAST GADSDEN HIGH SCHOOL

TERMS - FACILITY MANAGEMENT SERIES
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-FA NUM-	CODE	-----CLASSIFICATION-----	-----DESCRIPTION-----	---SERIAL NUMBER---	---MODEL--- NUMBER	---LOCATION---	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTRY	DISPD G
00038841	4110101	DESKTOP COMPUTER		BC8NZQ1	GX380	0071 4 425	G 07	081711	072017 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				180737	082602	O		432-0091-43630S5	5
		COM: DELL CPU GX380						TOTAL	.00
00042100	4200300	MISC LUNCHROOM EQUIPMENT		N/V	12"	0071 5 500	G 07	090415	052918 Y
		VDR: FC07000000 CENTRAL RESTAURANT PRODUCTS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				018795	106397	O		410-0071-0709	975.00 7
		COM: SERVING LINE RAIL						TOTAL	975.00
								CUR VALUE	719.64
00200843	4090300	REFRIGERATOR		1112722	Q2	0071 5 500	G 07	010104	111517 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000034 HOBART			000001	O			7,500.00 7
		COM: HOBART 2-DOOR REFRIG						TOTAL	7,500.00
00200854	4090300	REFRIGERATOR		1112736	Q2V	0071 5 509	E 07	010104 062413	080817 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000034 HOBART			000001	O			7,500.00 7
		COM: HOBART REFRIG						TOTAL	7,500.00
00200887	4090300	REFRIGERATOR		1112493	QF2	0071 5 509	E 07	010104 070611	080817 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000034 HOBART			000001	O			2,600.00 7
		COM: HOBART FREEZER						TOTAL	2,600.00
				CNTR 0071	TOTAL			68 ITEMS	77,750.78 COST

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0091 HAVANA MAGNET SCHOOL

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00037542	4290000	SHOP/VOCATIONAL EQUIPMENT		20094001200	020344		0091					G	07	120409		052318	Y
		VDR: VL05830000	LOWE'S HOME CENTERS INC	PO NUM 177385	CHECK O	OLG O	OWN						FND-CNTR-PROJECT 110-0091-1109990	AMOUNT	LIF		
		COM: HONDA PRESSURE WASHER											TOTAL	.00			
00038538	4110101	DESKTOP COMPUTER		BSFKKN1	GX380		0091		1	100		G	07	112010		052318	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM 179070	CHECK 077592	OLG O	OWN						FND-CNTR-PROJECT 420-0201-4212691	AMOUNT	LIF		
		COM: DELL CPU											TOTAL	.00			
00040409	4110101	DESKTOP COMPUTER		DZ6ZSW1	3010		0091		1	121		G	07	041713		052318	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM 184430	CHECK 093741	OLG O	OWN O						FND-CNTR-PROJECT 420-0091-4221230	AMOUNT	LIF		
		COM: DELL CPU											TOTAL	.00			
00038844	4200013	MILK BOX		9907931	SMF49Y		0091		12	1201		G	07	091411		111517	Y
		VDR: VC05590000	CENTRAL RESTAURANT PRODUCTS	PO NUM 181319	CHECK 083136	OLG O	OWN						FND-CNTR-PROJECT 379-0091-0999	AMOUNT	LIF		
		COM: BEVERAGEAIR MILK COOLER											TOTAL	2,822.54	10		
													CUR VALUE	1,458.34			
00200550	4200000	LUNCHROOM EQUIPMENT		930902UR03	A6D181		0091		12	1201		G	07	010103	070810	022718	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM 000001	CHECK O	OLG O	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		COM: ALUMINM TRAY RACK											TOTAL	.00			
00041851	4200009	SERVING LINE		1506150000685	7000		0091		12	1206		G	07	063015		052918	Y
		VDR: FC07000000	CENTRAL RESTAURANT PRODUCTS	PO NUM 187649	CHECK O	OLG O	OWN						FND-CNTR-PROJECT 410-0061-4102015	AMOUNT	LIF		
		COM: SHELLY GLASS STAINLESS SERVING LINE											TOTAL	10,807.10	15		
													CUR VALUE	9,366.16			
00040534	4130005	PRESSURE WASHER		PGCBUT1048454	2565HG		0091		12	1223		G	07	063013		052318	Y
		VDR: VB04400000	BELL & BATES	PO NUM 095110	CHECK O	OLG O	OWN						FND-CNTR-PROJECT 110-9001-1101379	AMOUNT	LIF		
		COM: HONDA PRESSURE WASHER											TOTAL	849.95	5		
													CUR VALUE	325.82			

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 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0091 HAVANA MAGNET SCHOOL

TERMS - FACILITY MANAGEMENT SERIES
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-FA NUM-	CODE-	CLASSIFICATION-	DESCRIPTION	SERIAL NUMBER-	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00041894	4110101	DESKTOP COMPUTER		5GP2S52	3020	0091	12	1234	G	07	063015					011618	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				187829	105660	O							410-9004-0750		5		
		COM: DELL CPU 3020											TOTAL		.00		
00039404	4050102	SMART BOARD		SB680-M2-C89559	SB680	0091	14	1406	G	07	053112					052318	Y
		VDR: VA13150000 AVI-SPL		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182359	087700	O							420-0091-4221220		1,399.00	5	
		COM: SMART BOARD											TOTAL		1,399.00		
													CUR VALUE		233.16		
00041751	4110102	LAPTOP COMPUTER		1PB9932	3440	0091	14	1406	G	07	013015					052318	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				187295	103718	O	O						110-9026-1105610		5		
		COM: DELL CPU 3440 (NATASHA RICHARDSON)											TOTAL		.00		
00035305	4180000	LAMINATING EQUIPMENT		G11234	160M	0091	2	203	E	07	010100					052318	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
					000001	O									850.00	127	
		COM: LAMINATING PRESS											TOTAL		850.00		
00037495	4110101	DESKTOP COMPUTER		84PQDK1	GX760	0091	2	212	G	07	110509					022618	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				177040	071368	O							378-0091-0999		5		
		COM: DELL CPU											TOTAL		.00		
00107998	4190200	LIBRARY FURNITURE		N/A	N/A	0091	2	212	G	07	010100	070810				052318	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
					000001	O									1,088.00	7	
		COM: BOOKCASE W/DOOR											TOTAL		1,088.00		
00107999	4190200	LIBRARY FURNITURE		N/A	N/A	0091	2	212	G	07	010100	070810				052318	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
					000001	O									1,088.00	7	
		COM: BOOKCASE W/DOORS											TOTAL		1,088.00		

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 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0091 HAVANA MAGNET SCHOOL

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS		ACQRED INVTY	DISPD G
00038753	4110101	DESKTOP COMPUTER		8W31HQ1	GX380	0091	2 301 G 07	060211	052318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT	AMOUNT LIF
				180516 081834 O				420-0245-4219110	784.07 5
		COM: DELL CPU						TOTAL	784.07
00038756	4110101	DESKTOP COMPUTER		8W21HQ1	GX380	0091	2 301 G 07	060211	052318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT	AMOUNT LIF
				180516 081834 O				420-0245-4219110	784.07 5
		COM: DELL CPU						TOTAL	784.07
00038757	4110101	DESKTOP COMPUTER		8W32HQ1	GX380	0091	2 301 G 07	060211	052318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT	AMOUNT LIF
				180516 081834 O				420-0245-4219110	784.07 5
		COM: DELL CPU						TOTAL	784.07
00038758	4110101	DESKTOP COMPUTER		8W22GQ1	GX380	0091	2 301 G 07	060211	052318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT	AMOUNT LIF
				180516 081834 O				420-0245-4219110	784.07 5
		COM: DELL CPU						TOTAL	784.07
00039529	4110101	DESKTOP COMPUTER		B3Z3MS1	GX390	0091	6 625 G 07	042512	052318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT	AMOUNT LIF
				182360 087208 O				420-0061-4221220	.00 5
		COM: DELL CPU 390						TOTAL	.00
00037178	4110101	DESKTOP COMPUTER		H51N3K1	GX760	0091	6 636 G 07	052709	052318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT	AMOUNT LIF
				176044 068506 O				420-9001-4226390	776.56 55
		COM: ON HOLD UNTIL PLACEMENT						TOTAL	776.56
00035901	4110101	DESKTOP COMPUTER		4MPRYC1	GX745	0091	8 815 E 07	052107 060113	052318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138 DELL		170563 000001 O				420-0091	845.00 5
		COM: DELL CPU						TOTAL	845.00

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0091 HAVANA MAGNET SCHOOL

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-FA NUM-	CODE	-----CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	---MODEL--- NUMBER	---LOCATION---	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTRY	DISPD G
00035910	4110101	DESKTOP COMPUTER		DLFYPC1	GX745	0091 8 815	E 07	052107 060113	052318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138 DELL		170563	000001	O		420-0091	845.00 5
		COM: DELL CPU						TOTAL	845.00
00037826	4110102	LAPTOP COMPUTER		D5M71M1	MINI	0091 9	G 07	051210	052318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----	AMOUNT LIF
				178086	075125	O		420-0061-4224401	5
		COM: DELL LAPTOP (21ST CENT)						TOTAL	.00
				CNTR 0091	TOTAL			23 ITEMS	24,507.43 COST

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	INVTY	DATES	DISPD	T
00026538	4040001	WHEELCHAIR, STROLLERS, MEDICAL BIKES	NOT VISIBLE		YOUTH	0101			GYM	G	07	010103			053118	Y	
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				000001	0										.00	7	
		COM: RIFTON TRIKE															
00036842	4200000	LUNCHROOM EQUIPMENT		7.1115E+11	MARK 7	0101		5	LUNC	E	07	011408	060717	052918	Y		
		VDR: VV00200000	VALIANT EQUIPMENT COMPANY, LLC	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				172172	000001	0							376-0101		8,369.96	7	
		COM: DELFIELD SERV. CUNTR													8,369.96		
00038536	4110101	DESKTOP COMPUTER		5CPKKN1	GX380	0101		5	LUNC	G	07	112010		053118	Y		
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				179070	077592	0							420-0201-4212691		.00	5	
		COM: DELL CPU															
00034584	4080100	TELEVISIONS		021-34350319	C19A02	0101		7	15	G	07	010103		053118	Y		
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000030	ZENITH		000001	0									.00	7	
		COM: ZENITH TV															
00032407	4050102	SMART BOARD		SB680-103614	N/V	0101		7	17	G	07	010106		053118	Y		
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
						0									1,399.00	5	
		COM: SMART BOARD													1,399.00		
00038222	4110101	DESKTOP COMPUTER		3W41NN1	GX380	0101		7	18	G	07	120910	061615	053118	Y		
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				178974		0							110-0101-1104430		.00	5	
		COM: DELL CPU															
00033764	4110101	DESKTOP COMPUTER		H6WGS81	GX520	0101		7	21	E	07	010106	061615	053118	Y		
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138	DELL		000001	0									1,250.00	5	
		COM: DELL CPU													1,250.00		

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0101 GADSDEN ELEMENTARY MAGNET

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-FA NUM-	CODE	-----CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	---MODEL--- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00037533	4110101	DESKTOP COMPUTER		84YDPK1	GX760	0101 7 22	G 07 110509		053118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----AMOUNT LIF	
				177040	071368	O		378-9001-0999	5
		COM: DELL CPU						TOTAL	.00
00034580	4110101	DESKTOP COMPUTER		J6WGS81	GX520	0101 7 25	G 07 010106		053118 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL			000001	O			1,050.00 5
		COM: DELL CPU						TOTAL	1,050.00
00035939	4110101	DESKTOP COMPUTER		HPPRYC1	GX745	0101 7 28	E 07 052107 061615	053118	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		170563	000001	O		420-0061	845.00 5
		COM: DELL CPU						TOTAL	845.00
00036355	4110101	DESKTOP COMPUTER		J742HD1	GX745	0101 7 28	E 07 082307		053118 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		170953	000001	O		420-0051	861.80 5
		COM: DELL CPU						TOTAL	861.80
00036485	4110101	DESKTOP COMPUTER		49S4MD1	GX745	0101 7 28	E 07 082807 061615	042618	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----AMOUNT LIF	
		MFG: M000000138 DELL		171601	000001	O		376-0101	861.80 5
		COM: DELL CPU						TOTAL	861.80
00038559	4110101	DESKTOP COMPUTER		BSHLKN1	GX380	0101 7 28	G 07 112010		042618 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT-----AMOUNT LIF	
				179070	077592	O		420-0201-4221210	5
		COM: DELL CPU						TOTAL	.00
				CNTR 0101	TOTAL			13 ITEMS	14,637.56 COST

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00040009	4110102	LAPTOP COMPUTER		HVC5BW1	E5530	0141 1 119	G 07	010913	052318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				184212	011213	O		420-0141-4221230	880.75 5
		COM: DELL LAPTOP (SHELIA JACKSON)						TOTAL	880.75
								CUR VALUE	264.22
00038569	4110101	DESKTOP COMPUTER		BSGKKN1	GX380	0141 2 201	G 07	112010	052318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O		420-0141-4212691	5
		COM: DELL CPU						TOTAL	.00
00038564	4110101	DESKTOP COMPUTER		5CDKKN1	GX380	0141 2 204	G 07	112010	052318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O		420-0141-4212691	5
		COM: DELL CPU						TOTAL	.00
00038570	4110101	DESKTOP COMPUTER		BSBKKN1	GX380	0141 2 213	G 07	112010	052318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O		420-0141-4212691	5
		COM: DELL CPU						TOTAL	.00
00038606	4110101	DESKTOP COMPUTER		F8X5CP1	GX380	0141 2 216	G 07	112010	052918 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O		420-0071-432261S	5
		COM: DELL CPU						TOTAL	.00
00038612	4110101	DESKTOP COMPUTER		F910CP1	GX380	0141 2 216	G 07	112010	072017 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O		420-0071-432261S	5
		COM: DELL CPU						TOTAL	.00
00038439	4110101	DESKTOP COMPUTER		5DRJKN1	GX380	0141 2 238	G 07	112010	052318 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O		420-0141-4212691	5
		COM: DELL CPU						TOTAL	.00

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	INVTY	DISPD	T
00038477	4110101	DESKTOP COMPUTER		5CYLKN1	GX380	0141	2	242	G	07	112010			052318	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
				179070	077592	O							420-0141-4212691		5	
		COM: DELL CPU											TOTAL	.00		
00033482	4110101	DESKTOP COMPUTER		FTT9M71	GX280	0141	2	246	G	07	010106	081310		052318	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O									5	
		COM: DELL CPU											TOTAL	.00		
00038695	4110101	DESKTOP COMPUTER		BSDKKN1	GX380	0141	2	246	G	07	042511			052318	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
				180145	080677	O							432-0141-432261S		5	
		COM: DELL CPU											TOTAL	.00		
00042052	4110101	DESKTOP COMPUTER			3020	0141	3		G	07	041715			011618	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
				187829	105660	O	O						410-0141-0750		5	
		COM: DELL CPU 3020											TOTAL	.00		
00036554	4110101	DESKTOP COMPUTER		1HTGRD1	GX745	0141	5	1	E	07	100207			052318	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138 DELL		171729	000001	O							376-0141	861.80	5	
		COM: DELL CPU											TOTAL	861.80		
00037655	4110101	DESKTOP COMPUTER		71QXDK1	GX760	0141	5	1	G	07	110509			052318	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
				177040	071368	O							378-0141-0999		5	
		COM: DELL CPU											TOTAL	.00		
00037681	4110101	DESKTOP COMPUTER		BZ410L1	GX760	0141	5	1	G	07	110509			052318	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
				177040	071368	O							378-0141-0999		5	
		COM: DELL CPU											TOTAL	.00		

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00037683	4110101	DESKTOP COMPUTER		G0510L1	GX760	0141	5	1	G	07	110509					052318	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT			AMOUNT	LIF
				177040	071368	O							378-0141-0999			5	
		COM: DELL CPU											TOTAL			.00	
00037684	4110101	DESKTOP COMPUTER		C0510L1	GX760	0141	5	1	G	07	110509					052318	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT			AMOUNT	LIF
				177040	071368	O							378-0141-0999			5	
		COM: DELL CPU											TOTAL			.00	
00037685	4110101	DESKTOP COMPUTER		HZ410L1	GX760	0141	5	1	G	07	110509					052318	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT			AMOUNT	LIF
				177040	071368	O							378-0141-0999			5	
		COM: DELL CPU											TOTAL			.00	
00038566	4110101	DESKTOP COMPUTER		5CBJKN1	GX380	0141	5	13	G	07	112010					052318	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT			AMOUNT	LIF
				179070	077592	O							420-0141-4212691			5	
		COM: DELL CPU											TOTAL			.00	
00038562	4110101	DESKTOP COMPUTER		5C9KKN1	GX380	0141	5	14	G	07	112010					052318	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT			AMOUNT	LIF
				179070	077592	O							420-0141-4212691			5	
		COM: DELL CPU											TOTAL			.00	
00038565	4110101	DESKTOP COMPUTER		5C7KKN1	GX380	0141	5	15	G	07	112010					052318	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT			AMOUNT	LIF
				179070	077592	O							420-0141-4212691			5	
		COM: DELL CPU											TOTAL			.00	
00038409	4110101	DESKTOP COMPUTER		5D5JKN1	GX380	0141	5	2	G	07	112010					052318	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT			AMOUNT	LIF
				179070	077592	O							420-0141-4212691			5	
		COM: DELL CPU											TOTAL			.00	

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00038480	4110101	DESKTOP COMPUTER		5D2LKN1	GX380	0141		5	2	G	07	112010			052318		Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT		AMOUNT	LIF	
				179070	077592	O								420-0141-4212691			5	
		COM: DELL CPU												TOTAL		.00		
00033446	4110101	DESKTOP COMPUTER		4KT9M71	GX280	0141		5	7	G	07	010106	090710		052318		Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O											5	
		COM: DELL CPU												TOTAL		.00		
00033459	4110101	DESKTOP COMPUTER		8H4BM71	GX280	0141		5	7	G	07	010106	081310		052318		Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O											5	
		COM: DELL CPU												TOTAL		.00		
00033461	4110101	DESKTOP COMPUTER		8J4BM71	GX280	0141		5	7	G	07	010106	081310		052318		Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O											5	
		COM: DELL CPU												TOTAL		.00		
00033473	4110101	DESKTOP COMPUTER		2GT9M71	GX280	0141		5	7	G	07	010106	090710		052318		Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O											5	
		COM: DELL CPU												TOTAL		.00		
00033526	4110101	DESKTOP COMPUTER		2VT9M71	GX280	0141		5	7	G	07	010106	081310		052318		Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O										1,102.00	5	
		COM: DELL CPU												TOTAL		1,102.00		
00033539	4110101	DESKTOP COMPUTER		FHT9M71	GX280	0141		5	7	G	07	010101			052318		Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000002 APPLE COMPUTER			000001	O										1,102.00	5	
		COM: DELL CPU												TOTAL		1,102.00		

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00036244	4110101	DESKTOP COMPUTER		JG6M4D1	GX745	0141	99	35	E	07	072307				052318	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL		170896	000001	O							420-0141		861.80	5	
		COM: DELL CPU											TOTAL		861.80		
00033518	4110101	DESKTOP COMPUTER		DCT9M71	GX280	0141	99	45	G	07	010106				052318	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O									1,102.00	5	
		COM: DELL CPU											TOTAL		1,102.00		
00035029	4110101	DESKTOP COMPUTER		DGPHRB1	GX520	0141	99	45	E	07	010106				052318	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O									829.00	5	
		COM: DELL CPU											TOTAL		829.00		
00037748	4110101	DESKTOP COMPUTER		1CMD5M1	GX780	0141	99	45	G	07	040510				052318	Y	
		VDR: VD04200000 DELL ELECTRONICS, INC.		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				177795	074288	O							420-9026-1105610		827.76	5	
		COM: DELL CPU											TOTAL		827.76		
00038455	4110101	DESKTOP COMPUTER		5D3JKN1	GX380	0141	99	47	G	07	112010				052318	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				179070	077592	O							420-0141-4212691		.00	5	
		COM: DELL CPU											TOTAL		.00		
00038619	4110101	DESKTOP COMPUTER		F8Z0CP1	GX380	0141	99	66	G	07	112010				052318	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				179070	077592	O							420-0071-432261S		.00	5	
		COM: DELL CPU											TOTAL		.00		
				CNTR 0141	TOTAL								34 ITEMS		7,567.11	COST	

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQD	DATES	INVTY	DISPD	T
00038703	4080000	CAMERAS		KCTMT04320392	M580		0151	1	1A	G	07	051111			052118	Y	
		VDR: VO01030000 OFFICE DEPOT BSD#27671324		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				180493		O							420-0151-4221212			7	
		COM: KODAK DIGITAL CAMERA (OFC. MGR.)											TOTAL		.00		
00036440	4110101	DESKTOP COMPUTER		GCT3MD1	GX745		0151	1	1B	E	07	082807	060310	052118	Y		
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL		171601	000001	O							376-0151		861.80	5	
		COM: DELL CPU											TOTAL		861.80		
00035526	4110101	DESKTOP COMPUTER		309QN11	GX270		0151	1	1G	G	07	010104		052118	Y		
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O										5	
		COM: DELL CPU											TOTAL		.00		
00036499	4110101	DESKTOP COMPUTER		5BT3MD1	GX745		0151	1	3	E	07	082807	060310	052118	Y		
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL		171601	000001	O							376-0151		861.80	5	
		COM: DELL CPU											TOTAL		861.80		
00033113	4110101	DESKTOP COMPUTER		F57N661	GX280		0151	1	32	G	07	010106	061411	052118	Y		
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O									832.00	5	
		COM: DELL CPU											TOTAL		832.00		
00033120	4110101	DESKTOP COMPUTER		FZ6N661	GX280		0151	1	32	G	07	010106	061411	052118	Y		
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O									832.00	5	
		COM: DELL CPU											TOTAL		832.00		
00035884	4110000	COMPUTER EQUIPMENT		N/A	N/A		0151	1	34	G	07	041807		052118	Y		
		VDR: VA03470000 ADVANCED KEYBOARD TECHNOLOGY		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
					000001	O									5,470.00	5	
		COM: WRITER PILOT MOBILE CART											TOTAL		5,470.00		

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00039300	4110101	DESKTOP COMPUTER		2SF0QS1	GX390	0151	1	34	G	07	052512				052118	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182705	088732	O							420-0151-4212610		5		
		COM: DELL CPU											TOTAL		.00		
00039341	4110102	LAPTOP COMPUTER		C02HQ087DV17	A1278	0151	1	34	G	07	082312				052118	Y	
		VDR: VA10350000 APPLE COMPUTER INC		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182532	089309	O							420-0151-4212610		2,029.00	5	
		COM: APPLE LAPTOP (DALE THOMAS)											TOTAL		2,029.00		
													CUR VALUE		371.95		
00107502	4090300	REFRIGERATOR		LA31012448	MRT17C	0151	1	39	G	07	010199	100410	052118	Y			
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				000001		O									7		
		COM: TAPPAN REFRIG											TOTAL		.00		
00025004	4090300	REFRIGERATOR		940970055LE	AV3A	0151	1	43	G	07	010199	100410	111517	Y			
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				000001		O									2,650.00	7	
		COM: MANITOWOC REFRIG											TOTAL		2,650.00		
00036461	4110101	DESKTOP COMPUTER		F9S4MD1	GX745	0151	1	5	E	07	082807	041910	052118	Y			
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL		171601	000001	O							376-0151		861.80	5	
		COM: DELL CPU											TOTAL		861.80		
00036478	4110101	DESKTOP COMPUTER		4BS4MD1	GX745	0151	1	5	E	07	082807	041910	052118	Y			
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL		171601	000001	O							376-0151		861.80	5	
		COM: DELL CPU											TOTAL		861.80		
00036490	4110101	DESKTOP COMPUTER		2DS4MD1	GX745	0151	1	8	E	07	082807	041910	052118	Y			
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL		171601	000001	O							376-0151		861.80	5	
		COM: DELL CPU											TOTAL		861.80		

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-FA NUM-	CODE	-----CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	---MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
00039424	4050102	SMART BOARD		SB680-M2-C87990	SB680	0151	99 9	G 07 053112	052118 Y
		VDR: VA13150000 AVI-SPL		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				182359	087700	O		420-0151-4221220	1,399.00 5
								TOTAL	1,399.00
		COM: SMART BOARD						CUR VALUE	233.16
				CNTR 0151	TOTAL			15 ITEMS	17,521.00 COST

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0171 GREYNA ELEMENTARY

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-FA NUM-	CODE	-----CLASSIFICATION-----	-----DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION---	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTRY	DISPD G
00039415	4050102	SMART BOARD		SB680-M2-C89770	SB680	0171	G 07	070912	020118 Y
		VDR: VA13150000 AVI-SPL		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				182662	088716	O		420-0171-4221220	1,399.00 5
		COM: SMART BOARD M&T						TOTAL	1,399.00
								CUR VALUE	233.16
00039506	4050102	SMART BOARD		SB680-M2-C88798	SB680	0171	G 07	053112	020118 Y
		VDR: VA13150000 AVI-SPL		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				182537	087700	O		420-0171-4221220	1,399.00 5
		COM: SMART BOARD M&T						TOTAL	1,399.00
								CUR VALUE	233.16
00103548	4200017	SINK		N/V	N/V	0171	5 2	G 07 010188	062810 103117 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
				000001	O				7
		COM: SINK 2-BEND						TOTAL	.00
00200991	4200004	SLICER		1712E	561-03	0171	5 2	G 07 010193	070810 032818 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000034 HOBART		000001	O				1,825.00 7
		COM: HOBART SLICER						TOTAL	1,825.00
				CNTR 0171	TOTAL			4 ITEMS	4,623.00 COST

-FA NUM-	CODE	-----CLASSIFICATION-----	-----DESCRIPTION-----	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION---	C	-----DATES-----	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00041399	4160400	MISC FURNITURE		N/A	N/A	0191 1 B	G 07	091113	101017 Y
		VDR: VE09760000 EXECUTIVE OFFICE FURNITURE			PO NUM CHECK OLG OWN				
					185436 096084 O				
		COM: MAHAGONY HUTCH							
						FND-CNTR-PROJECT-----		AMOUNT	LIF
						379-0191-0999		750.00	10
						TOTAL		750.00	
						CUR VALUE		537.50	
00041400	4160200	DESKS		N/A	N/A	0191 1 B	G 07	091113	101017 Y
		VDR: VE09760000 EXECUTIVE OFFICE FURNITURE			PO NUM CHECK OLG OWN				
					185436 096084 O				
		COM: MAHAGONYL-SHAPE DESK							
						FND-CNTR-PROJECT-----		AMOUNT	LIF
						379-0191-0999		1,473.27	10
						TOTAL		1,473.27	
						CUR VALUE		1,055.84	
00033788	4110101	DESKTOP COMPUTER		8CL5691	GX520	0191 2 25	G 07	010106	101017 Y
		VDR: VD04220000 DELL MARKETING LP			PO NUM CHECK OLG OWN				
		COM: DELL CPU							
						FND-CNTR-PROJECT-----		AMOUNT	LIF
									5
						TOTAL		.00	
00041432	4160200	DESKS		N/A	N/A	0191 2 30	G 07	121313	101017 Y
		VDR: VE09760000 EXECUTIVE OFFICE FURNITURE			PO NUM CHECK OLG OWN				
					185635 097907 O				
		COM: L-SHAPE DESK MAHOGANY							
						FND-CNTR-PROJECT-----		AMOUNT	LIF
						379-0191-0999		846.10	10
						TOTAL		846.10	
						CUR VALUE		627.53	
00020762	4290200	MISC SHOP/VOC EQUIPMENT		N12213HCF-MS	NHFP-4	0191 3 45A	G 07	010193	101117 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS			PO NUM CHECK OLG OWN				
					000001 O				
		COM: BRAISING PAN							
						FND-CNTR-PROJECT-----		AMOUNT	LIF
								8,500.00	7
						TOTAL		8,500.00	
00200697	4200012	PREP TABLE		NOT VISIBLE	NOT VI	0191 3 45A	G 07	010193	101117 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS			PO NUM CHECK OLG OWN				
					000001 O				
		COM: PRE TABLE							
						FND-CNTR-PROJECT-----		AMOUNT	LIF
								1,200.00	7
						TOTAL		1,200.00	
00033802	4110101	DESKTOP COMPUTER		9GL5691	GX520	0191 4 33	G 07	010106	101017 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS			PO NUM CHECK OLG OWN				
		MFG: M000000138 DELL			000001 O				
		COM: DELL CPU							
						FND-CNTR-PROJECT-----		AMOUNT	LIF
								829.00	5
						TOTAL		829.00	

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0191 ST. JOHN ELEMENTARY SCHOOL

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-FA NUM-	CODE	-----CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00033866	4110101	DESKTOP COMPUTER		H742K91	GX520	0191 4 33	E 07	010106	101017 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL		000001 O				829.00 5
		COM: DELL CPU						TOTAL	829.00
				CNTR 0191	TOTAL			8 ITEMS	14,427.37 COST

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0201 STEWART STREET ELEMENTARY

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	INVTY	DATES	DISPD	T
00035607	4100000	COMMUNICATION EQUIPMENT		FTX1050U0XN	BR1310	0201							E 07 030507		042618	Y	
		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		MFG: M000000124 CISCO		169360	000001	O							110-0201	875.00	5		
		COM: CISCO SYSTEM-MOUNTED ON OUTSIDE TOWER											TOTAL	875.00			
00035610	4100000	COMMUNICATION EQUIPMENT		N/A	ANT241	0201							E 07 030507		042618	Y	
		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		MFG: M000000124 CISCO		169360	000001	O							110-0201	815.32	5		
		COM: CISCO ANTENA-MOUNTED ON OUTSD TOWER											TOTAL	815.32			
00037538	4290000	SHOP/VOCATIONAL EQUIPMENT		1017583443	020344	0201							G 07 120409		042618	Y	
		VDR: VL05830000 LOWE'S HOME CENTERS INC		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		COM: HONDA PRESSURE WASHER		177385		O							110-0201-1109990		7		
													TOTAL	.00			
00101021	4110300	PRINTERS		USBGC15180	2200D	0201	1	OFC	G	07 010199			G 07 010199		042618	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		MFG: M000000016 HEWLETT-PACKARD			000001	O								750.00	5		
		COM: HP LASERJET											TOTAL	750.00			
00033842	4110102	LAPTOP COMPUTER		142167	LE1600	0201	1	3	E	07 010103			E 07 010103		042618	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		MFG: M000000138 DELL			000001	O									5		
		COM: DELL LAPTOP (LISA ROBINSON)											TOTAL	.00			
00039937	4110101	DESKTOP COMPUTER		FDVTPW1	3010	0201	1	3	G	07 011513			G 07 011513		042618	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		COM: DELL CPU 3010		184155	092202	O							420-0201-4221230		5		
													TOTAL	.00			
00041723	4110102	LAPTOP COMPUTER		1C18932	3440	0201	1	60	G	07 013015			G 07 013015		052918	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		COM: DELL CPU 3440 (KATANGA HUGHES)		187267	103718	O	O						420-9026-4210960		5		
													TOTAL	.00			

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0201 STEWART STREET ELEMENTARY

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T	
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G	
00039659	4050102	SMART BOARD		SB680-M2-D36000	SB680	0201	12 1	G 07 010110	052118 Y	
		VDR: VA13150000 AVI-SPL		PO NUM 182907	CHECK 088874	OLG O	OWN	FND-CNTR-PROJECT 110-0201-1125230	AMOUNT 1,399.00	LIF 5
		COM: SMARTBOARD (AMERI CORP)						TOTAL 1,399.00		
								CUR VALUE 279.80		
00023608	4200007	STACKED OVEN		N/V	N/V	0201	2	G 07 010188 062810	021418 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK 000001	OLG O	OWN	FND-CNTR-PROJECT	AMOUNT 8,675.00	LIF 7
		COM: BLODGETT OVEN						TOTAL 8,675.00		
00024015	4200002	STEAMER				0201	2 43	G 07 010190	042618 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK 000001	OLG O	OWN	FND-CNTR-PROJECT	AMOUNT	LIF 7
		COM: GROEN STEAMER						TOTAL	.00	
00038863	4110101	DESKTOP COMPUTER		1RLL1R1	GX390	0201	2 43	G 07 100611	042618 Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM 020394	CHECK 084127	OLG O	OWN	FND-CNTR-PROJECT 410-0201-0750	AMOUNT 782.62	LIF 5
		COM: DELL CPU GX390						TOTAL 782.62		
								CUR VALUE 39.15		
00200443	4200015	WARMER		NOT VISIBLE	NOT VI	0201	2 43	G 07 010190	111517 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK 000001	OLG O	OWN	FND-CNTR-PROJECT	AMOUNT 3,174.00	LIF 7
		COM: VICTORY WARMER						TOTAL 3,174.00		
00200624	4200007	STACKED OVEN		NOT VISIBLE	NOT VI	0201	2 43	G 07 010190	042618 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK 000001	OLG O	OWN	FND-CNTR-PROJECT	AMOUNT 8,675.00	LIF 7
		COM: BLODGETT OVEN						TOTAL 8,675.00		
00034824	4110101	DESKTOP COMPUTER		9K9JG81	GX620	0201	3 27	E 07 010106	033018 Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK 000001	OLG O	OWN	FND-CNTR-PROJECT	AMOUNT 1,108.00	LIF 5
		MFG: M000000138 DELL						TOTAL 1,108.00		
		COM: DELL CPU								

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0201 STEWART STREET ELEMENTARY

TERMS - FACILITY MANAGEMENT SERIES
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	INVTY	DATES	DISPD	T
00038537	4110101	DESKTOP COMPUTER		BSDJKN1	GX380	0201	4	18	G	07	112010				042618	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				179070	077592	O							420-0201-4212691			5	
		COM: DELL CPU											TOTAL		.00		
00038541	4110101	DESKTOP COMPUTER		BSGLKN1	GX380	0201	4	18	G	07	112010				042618	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				179070	077592	O							420-0201-4212691			5	
		COM: DELL CPU											TOTAL		.00		
00038544	4110101	DESKTOP COMPUTER		5CCJKN1	GX380	0201	4	18	G	07	112010				042618	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				179070	077592	O							420-0201-4212691			5	
		COM: DELL CPU											TOTAL		.00		
00038548	4110101	DESKTOP COMPUTER		BSDLKN1	GX380	0201	4	18	G	07	112010				042618	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				179070	077592	O							420-0201-4212691			5	
		COM: DELL CPU											TOTAL		.00		
00038556	4110101	DESKTOP COMPUTER		BSJKKN1	GX380	0201	4	18	G	07	112010				042618	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				179070	077592	O							420-0201-4212691			5	
		COM: DELL CPU											TOTAL		.00		
00036942	4100000	COMMUNICATION EQUIPMENT		TLP98L7B2E155	3C1060	0201	4	19A	E	07	051308	051211			042618	Y	
		VDR: VH06760000 HAYES E-GOVERNMENT RESOURCES		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				173301	066419	O							376-9001		841.75	7	
		COM: GTW CHASSIS 1PWR											TOTAL		841.75		
00039939	4110101	DESKTOP COMPUTER		FDXQPW1	3010	0201	4	8	G	07	011513				042618	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				184155	092202	O							420-0201-4221230			5	
		COM: DELL CPU 3010											TOTAL		.00		

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0201 STEWART STREET ELEMENTARY

TERMS - FACILITY MANAGEMENT SERIES
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00042051	4110101	DESKTOP COMPUTER		5GPYR52	3020	0201	5		G	07	063015					011618	Y
		VDR:	VD04220000 DELL MARKETING LP	PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF			
				187829	105660	O	O					410-0201-0750	5				
		COM:	DELL CPU 3020					TOTAL					.00				
00038838	4110101	DESKTOP COMPUTER		BC8GZQ1	GX380	0201	5	30	G	07	081711					042618	Y
		VDR:	VD04220000 DELL MARKETING LP	PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF			
				180737	082602	O						432-0201-43630S5	5				
		COM:	DELL CPU GX380					TOTAL					.00				
00036258	4110101	DESKTOP COMPUTER		3G6M4D1	GX745	0201	5	37	E	07	072307					042618	Y
		VDR:	VD04220000 DELL MARKETING LP	PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF			
		MFG:	M000000138 DELL	170896	000001	O						420-0201	861.80	5			
		COM:	DELL CPU					TOTAL					861.80				
00037239	4100000	COMMUNICATION EQUIPMENT		YEEF8KKD56C80	3CR175	0201	7	55	E	07	051308					042618	Y
		VDR:	VH06760000 HAYES E-GOVERNMENT RESOURCES	PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF			
				173301	066419	O						376-0201	1,166.75	5			
		COM:	3COM SWITCH					TOTAL					1,166.75				
00041734	4110102	LAPTOP COMPUTER		JLB9932	3440	0201	7	58	G	07	013015					053018	Y
		VDR:	VD04220000 DELL MARKETING LP	PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF			
				187268	103718	O	O					420-9026-4210960	5				
		COM:	DELL CPU 3440 (LAUREN HOUSE)					TOTAL					.00				
00041737	4110102	LAPTOP COMPUTER		DMB9932	3440	0201	7	58	G	07	013015					053018	Y
		VDR:	VD04220000 DELL MARKETING LP	PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF			
				187268	103718	O	O					420-9026-4210960	5				
		COM:	DELL CPU 3440 (LAUREN HOUSE)					TOTAL					.00				
00042279	4110106	IPAD		018143451353	3010	0201	7	58	G	07	102315					053018	Y
		VDR:	VC03490000 SYNOVUS BANK CB&T-A DIV	PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF			
				188410	107102	O	O					420-9026-4210960	790.00	5			
		COM:	SURFACE PRO (LAUREN HOUSE)					TOTAL					790.00				
								CUR VALUE					513.50				

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0201 STEWART STREET ELEMENTARY

TERMS - FACILITY MANAGEMENT SERIES
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-FA NUM-	CODE	-----CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION---	C	-----DATES-----	T
						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00030480	4100000	COMMUNICATION EQUIPMENT		NOT VISIBLE	NOT VI	0201 98 14	G 07	010102 100109	042618 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
				000001	O				5
		COM: BAY NETWORK						TOTAL	.00
00030507	4100000	COMMUNICATION EQUIPMENT		NOT VISIBLE	N/A	0201 98 14	G 07	010103	042618 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
				000001	O				5
		COM: FIBER SWITCH						TOTAL	.00
00032865	4110101	DESKTOP COMPUTER		9P9ZQ41	GX270	0201 99 26	G 07	010105	042618 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN			FND-CNTR-PROJECT-----	AMOUNT LIF
		MFG: M000000138	DELL	000001	O				949.00 5
		COM: DELL CPU						TOTAL	949.00
				CNTR 0201	TOTAL			31 ITEMS	30,863.24 COST

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0211 JAMES A SHANKS MIDDLE SCHOOL

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
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-FA NUM-	CODE-	CLASSIFICATION-	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00034547	4110101	DESKTOP COMPUTER		FZ768B1	GX520	0211 1 29	G 07	010105	013118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001	O				5
		COM: DELL CPU						TOTAL	.00
00035049	4110101	DESKTOP COMPUTER		G3YYN91	GX520	0211 1 29	G 07	010106 090910	013118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001	O				5
		COM: DELL CPU						TOTAL	1,108.00
00036055	4110101	DESKTOP COMPUTER		44YYN91	GX520	0211 1 29	G 07	010106 092109	013118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001	O				5
		COM: DELL CPU						TOTAL	.00
00036546	4110101	DESKTOP COMPUTER		5HTGRD1	GX745	0211 1 29	E 07	100207	013118 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	171729	000001	O	376-0211		861.80 5
		COM: DELL CPU						TOTAL	861.80
00034243	4110103	LAPTOP CART		N/A	N/A	0211 1 30	G 07	010104	022618 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		COM: ALPHA CART @ 13		000001	O				17,000.00 7
								TOTAL	17,000.00
00033576	4110101	DESKTOP COMPUTER		2LD4S71	GX280	0211 15 01	G 07	010106	022618 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001	O				1,200.00 5
		COM: DELL CPU						TOTAL	1,200.00
00033593	4110101	DESKTOP COMPUTER		HXC4S71	GX280	0211 15 01	G 07	010106	022618 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG OWN		FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001	O				1,200.00 5
		COM: DELL CPU						TOTAL	1,200.00

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0211 JAMES A SHANKS MIDDLE SCHOOL

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
 REQ-01 SEQ-C

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-FA NUM-	CODE-	CLASSIFICATION-	DESCRIPTION	SERIAL NUMBER-	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00033560	4110101	DESKTOP COMPUTER		6TP4S71	GX280	0211 15 1	G 07	010106	022618 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			1,200.00 5
		COM: DELL CPU						TOTAL	1,200.00
00033583	4110101	DESKTOP COMPUTER		7XP4S71	GX280	0211 15 1	G 07	010106	022618 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			.00 5
		COM: DELL CPU						TOTAL	.00
00035044	4110101	DESKTOP COMPUTER		34YYN91	GX520	0211 16 102	G 07	010106 090910	042618 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			1,108.00 5
		COM: DELL CPU						TOTAL	1,108.00
00038237	4110101	DESKTOP COMPUTER		BTMKN1	GX380	0211 16 103	G 07	112010	022618 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O		420-0211-4212691	5
		COM: DELL CPU						TOTAL	.00
00035805	4110101	DESKTOP COMPUTER		DZ768B1	GX520	0211 16 105	G 07	081106	042618 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	167248	000001	O		420-0211	842.17 5
		COM: DELL CPU						TOTAL	842.17
00033739	4110101	DESKTOP COMPUTER		BTCSC81	GX520	0211 3 26	G 07	010106	013118 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
		MFG: M000000138	DELL	000001		O			829.00 5
		COM: DELL CPU						TOTAL	829.00
00038258	4110101	DESKTOP COMPUTER		BV1JKN1	GX380	0211 3 4	G 07	112010	022618 Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				179070	077592	O		420-0211-432260S	5
		COM: DELL CPU						TOTAL	.00

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0211 JAMES A SHANKS MIDDLE SCHOOL

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
 REQ-01 SEQ-C

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00033648	4110101	DESKTOP COMPUTER		D563B81	GX520	0211	3	48	G	07	010106			013118	Y		
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		MFG: M000000138	DELL	000001	0									829.00	5		
		COM: DELL CPU											TOTAL	829.00			
00035754	4050102	SMART BOARD		NOT VISIBLE	N/A	0211	3	51	G	07	010105			020618	Y		
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		COM: SMART BOARD (21ST CCLC)		000001	0									1,700.00	7		
													TOTAL	1,700.00			
00041899	4110101	DESKTOP COMPUTER		5GP4S5C	3020	0211	5		G	07	063015			011618	Y		
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		COM: DELL CPU 3020		187829	105660	O	O						410-0211-0750		5		
													TOTAL	.00			
00014634	4200018	VERTICLE CUTTER MIXER		U7625146	NOT VI	0211	5	7	G	07	010104			032818	Y		
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		MFG: M000000034	HOBART	000001	0									.00	7		
		COM: HOBART VCM											TOTAL	.00			
00025170	4200007	STACKED OVEN		NOT VISIBLE	NOT VI	0211	5	7	G	07	010104			021418	Y		
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		COM: BLODGETT OVEN		000001	0									8,675.00	7		
													TOTAL	8,675.00			
				CNTR 0211	TOTAL									19 ITEMS			36,552.97 COST

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0231 CARTER PARRAMORE ACADEMY

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00036758	4110101	DESKTOP COMPUTER		BQ3V1F1	GX745	0231	1	17G	E	07	112807			052218		Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		MFG: M000000138 DELL		172376	000001	O							376-9102	861.80	5		
		COM: DELL CPU											TOTAL	861.80			
00036766	4110101	DESKTOP COMPUTER		BT3V1F1	GX745	0231	1	24	G	07	112807	101509	062518		Y		
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		MFG: M000000138 DELL		172376	000001	O							376-0231	861.80	5		
		COM: DELL CPU											TOTAL	861.80			
00033937	4110101	DESKTOP COMPUTER		G11V091	GX520	0231	1	30	E	07	051006		062518		Y		
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		MFG: M000000138 DELL			000001	O								942.00	5		
		COM: DELL CPU											TOTAL	942.00			
00036813	4110101	DESKTOP COMPUTER		7JJV1F1	GX745	0231	1	38	G	07	112807	101509	062518		Y		
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		MFG: M000000138 DELL		172375	000001	O							376-0231	861.80	5		
		COM: DELL CPU											TOTAL	861.80			
00039754	4110101	DESKTOP COMPUTER		B3W4MS1	GX390	0231	1	38	G	07	080612		062518		Y		
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		COM: DELL CPU 390		182661	088588	O							420-0231-4221220		5		
													TOTAL	.00			
00038142	4070000	SCANNER		215089	6130	0231	1	44A	G	07	110310		062518		Y		
		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		COM: FIJITSU SCANNER/PRINTER		179069	077285	O							432-9001-432260S	947.44	5		
													TOTAL	947.44			
00039609	4110101	DESKTOP COMPUTER		B3X1MS1	GX390	0231	1	45	G	07	080612	102612	062518		Y		
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF		
		COM: DELL CPU 390		182661	088588	O							420-0231-4221220		5		
													TOTAL	.00			

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SGOHOL BOARD
 LOCN- 0231 CARTER PARRAMORE ACADEMY

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
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-FA NUM-	CODE	-----CLASSIFICATION-----	-----DESCRIPTION-----	---SERIAL NUMBER---	--MODEL-- NUMBER	---CNTR DP BLDG FM N DS	C ACQRED	-----DATES----- INVTY	T DISPD	G
00035366	4110101	DESKTOP COMPUTER		1ZT05C1	GX520	0231 1 46	G 07	121206 102209	062518	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		168925	000001	O		420-9102	829.00	5
		COM: DELL CPU						TOTAL	829.00	
00036415	4110101	DESKTOP COMPUTER		GXB4JD1	GX745	0231 1 7B	E 07	090407	062518	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
		MFG: M000000138 DELL		171472	000001	O		376-0231	931.80	5
		COM: DELL CPU						TOTAL	931.80	
00200684	4200007	STACKED OVEN		NOT VISIBLE	N/V	0231 3 5	G 07	010194	021418	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
						O				7
		COM: BLODGETT STACKED OVEN						TOTAL	.00	
00041659	4110101	DESKTOP COMPUTER		HZVRZ12	3020	0231 3 5A	G 07	092214	011618	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
				186945	101912	O	O	410-0231-0701		5
		COM: DELL CPU 3020						TOTAL	.00	
00035641	4040000	ATHLETIC EQUIPMENT		N/V	N/V	0231 4 6	G 07	010198	062518	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
						O				10
		COM: ELECTRO SCORE KEEPER						TOTAL	.00	
00035642	4040000	ATHLETIC EQUIPMENT		N/V	N/V	0231 4 6	G 07	010198	062518	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----	AMOUNT	LIF
						O				10
		COM: ELECTRO SCORE KEEPER						TOTAL	.00	
				CNTR 0231	TOTAL			13 ITEMS	6,235.64	COST

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0241 FLORIDA STATE HOSPITAL

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
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-FA NUM-	CODE	-----CLASSIFICATION-----	-----DESCRIPTION	---SERIAL NUMBER---	--MODEL-- NUMBER	---LOCATION---	C	-----DATES-----	T
						CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
00039779	4110101	DESKTOP COMPUTER		FNGQ6V1	GX390	0241 60 125	G	07 081712 061615	031918 Y
		VDR: VD04220000 DELL MARKETING LP							
				PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT	LIF
				182900	088162	O		110-0241-1190563	5
		COM: DELL CPU 390						TOTAL	.00
00039783	4110101	DESKTOP COMPUTER		FNJP6V1	GX390	0241 60 125	G	07 081712 061615	062518 Y
		VDR: VD04220000 DELL MARKETING LP							
				PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT-----AMOUNT	LIF
				182900	088162	O		110-0241-1190563	5
		COM: DELL CPU 390						TOTAL	.00
				CNTR 0241	TOTAL			2 ITEMS	.00 COST

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 0245 GADSDEN TECHNICAL INSTITUTE

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00043552	4290200	MISC SHOP/VOC EQUIPMENT				0245							G 07 101216			080817	Y
		VDR: FM02460000 MARIANNA AUTO PARTS-QUINCY		PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
				198622	111969	O								420-0245-4216171	9,947.00	7	
		COM: ADAPTER KIT(DELETED SEE HRD CPY NOTES)												TOTAL	9,947.00		
														CUR VALUE	8,881.25		
00101305	4400200	MEDICAL EQUIPMENT				0245		12	21		P	07	010100			052118	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
					000001	O										7	
		COM: PATIENT DOLL MALE												TOTAL	.00		
00037863	4110101	DESKTOP COMPUTER		7JFNJM1		GX380		0245		14	1	G	07	062110		052118	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
				177848		O								420-0245-4219100		5	
		COM: DELL CPU												TOTAL	.00		
00030873	4400200	MEDICAL EQUIPMENT				0245		14	19		G	07	010102	092109	052118	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
					000001	O									1,995.00	7	
		COM: AUSCULATION TRAINER												TOTAL	1,995.00		
00038113	4110101	DESKTOP COMPUTER		BF6LPM1		GX380		0245		14	22	G	07	092710		052118	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
				178910	077300	O								110-0051-1105420		5	
		COM: DELL CPU												TOTAL	.00		
00038121	4110101	DESKTOP COMPUTER		BF5MPM1		GX380		0245		14	22	G	07	092710		052118	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
				178910	077300	O								110-0051-1105420		5	
		COM: DELL CPU												TOTAL	.00		
00035994	4050000	AUDIO-VISUAL EQUIPMENT		NOT VISIBLE		NOT VI		0245		99	58	G	07	010104	092109	052118	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
					000001	O										7	
		COM: POLYVISON WHT BD												TOTAL	.00		
				CNTR 0245	TOTAL					7	ITEMS				11,942.00	COST	

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 9001 GADSDEN COUNTY PUBLIC SCHOOLS

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INTRY	DISPD	G
00039345	4050102	SMART BOARD		SB680-M2-C88354	SB680	9001							G 07	070912		020118	Y
		VDR: VA13150000 AVI-SPL		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182622	887160	O							420-0141-4221220		1,399.00	5	
													TOTAL		1,399.00		
		COM: SMART BOARD M&T											CUR VALUE		233.16		
00039346	4050102	SMART BOARD		SB680-M2-C88286	SB680	9001							G 07	070912		020118	Y
		VDR: VA13150000 AVI-SPL		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182622	088716	O							420-0191-4221220		1,399.00	5	
													TOTAL		1,399.00		
		COM: SMART BOARD											CUR VALUE		233.16		
00039348	4050102	SMART BOARD		SB680-M2-C88288	SB680	9001							G 07	070912		020618	Y
		VDR: VA13150000 AVI-SPL		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182622	088716	O							420-0141-4221220		1,399.00	5	
													TOTAL		1,399.00		
		COM: SMART BOARD M&T HOLD											CUR VALUE		233.16		
00039349	4050102	SMART BOARD		SB680-M2-C88282	SB680	9001							G 07	070912		020118	Y
		VDR: VA13150000 AVI-SPL		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182622	087700	O							420-0141-4221220		1,399.00	5	
													TOTAL		1,399.00		
		COM: SMART BOARD M&T											CUR VALUE		233.16		
00039350	4050102	SMART BOARD		SB680-M2-C88333	SB680	9001							G 07	070912		020118	Y
		VDR: VA13150000 AVI-SPL		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182622	088716	O							420-0141-4221220		1,399.00	5	
													TOTAL		1,399.00		
		COM: SMART BOARD M&T											CUR VALUE		233.16		
00039360	4050102	SMART BOARD		SB680-M2-C87667	SB680	9001							G 07	053112		020118	Y
		VDR: VA13150000 AVI-SPL		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182359	087700	O							420-0191-4221220		1,399.00	5	
													TOTAL		1,399.00		
		COM: SMART BOARD M&T											CUR VALUE		233.16		
00039361	4050102	SMART BOARD		SB680-M2-C87644	SB680	9001							G 07	053112		020118	Y
		VDR: VA13150000 AVI-SPL		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182359	087700	O							420-0191-4221220		1,399.00	5	
													TOTAL		1,399.00		
		COM: SMART BOARD M&T											CUR VALUE		233.16		

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 9001 GADSDEN COUNTY PUBLIC SCHOOLS

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	INVTY	DISPD	T
00039362	4050102	SMART BOARD		SB680-M2-C87666	SB680	9001							G 07 053112		020618	Y
		VDR: VA13150000 AVI-SPL		PO NUM CHECK OLG OWN									FND-CNTR-PROJECT	AMOUNT	LIF	
				182359 087700 O									420-0191-4221220	1,399.00	5	
													TOTAL	1,399.00		
		COM: SMART BOARD M&T HOLD											CUR VALUE	233.16		
00039365	4050102	SMART BOARD		SB680-M2-C87654	SB680	9001							G 07 053112		020118	Y
		VDR: VA13150000 AVI-SPL		PO NUM CHECK OLG OWN									FND-CNTR-PROJECT	AMOUNT	LIF	
				182359 087700 O									420-0191-4221220	1,399.00	5	
													TOTAL	1,399.00		
		COM: SMART BOARD M&T											CUR VALUE	233.16		
00039368	4050102	SMART BOARD		SSB680-M2-C87665	SB680	9001							G 07 053112		020118	Y
		VDR: VA13150000 AVI-SPL		PO NUM CHECK OLG OWN									FND-CNTR-PROJECT	AMOUNT	LIF	
				182359 087700 O									420-0191-4221220	1,399.00	5	
													TOTAL	1,399.00		
		COM: SMART BOARD M&T											CUR VALUE	233.16		
00039416	4050102	SMART BOARD		SB680-M2-C89772	SB680	9001							G 07 070912		020118	Y
		VDR: VA13150000 AVI-SPL		PO NUM CHECK OLG OWN									FND-CNTR-PROJECT	AMOUNT	LIF	
				182662 088716 O									420-0171-4221220	1,399.00	5	
													TOTAL	1,399.00		
		COM: SMART BOARD M&T											CUR VALUE	233.16		
00039420	4050102	SMART BOARD		SB680-M2-C89774	SB680	9001							G 07 070912		020118	Y
		VDR: VA13150000 AVI-SPL		PO NUM CHECK OLG OWN									FND-CNTR-PROJECT	AMOUNT	LIF	
				182662 088716 O									420-0171-4221220	1,399.00	5	
													TOTAL	1,399.00		
		COM: SMART BOARD M&T											CUR VALUE	233.16		
00039421	4050102	SMART BOARD		SB680-M2-C88288	SB680	9001							G 07 070912		020118	Y
		VDR: VA13150000 AVI-SPL		PO NUM CHECK OLG OWN									FND-CNTR-PROJECT	AMOUNT	LIF	
				182622 088716 O									420-0191-4221220	1,399.00	5	
													TOTAL	1,399.00		
		COM: SMART BOARD M&T											CUR VALUE	233.16		
00039434	4080001	CAMCORDER		S1HX00094	S900	9001							G 07 063012		120617	Y
		VDR: VB00270000 B & H FOTO & ELECTRONICS CORP		PO NUM CHECK OLG OWN									FND-CNTR-PROJECT	AMOUNT	LIF	
				182552 088415 O									420-0171-4221220		5	
													TOTAL		.00	
		COM: PANASONIC CAMECORDER (HOLD M&T)														

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00039504	4050102	SMART BOARD		SB680-M2-C88800	SB680	9001	G 07	053112	020118 Y
		VDR: VA13150000 AVI-SPL		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT	AMOUNT LIF
				182537 087700 O				420-0171-4221220	1,399.00 5
		COM: SMART BOARD M&T						TOTAL	1,399.00
								CUR VALUE	233.16
00039505	4050102	SMART BOARD		SB680-M2-C88790	SB680	9001	G 07	053112	020118 Y
		VDR: VA13150000 AVI-SPL		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT	AMOUNT LIF
				182537 087700 O				420-0171-4221220	1,399.00 5
		COM: 4MART BOARD M&T						TOTAL	1,399.00
								CUR VALUE	233.16
00040158	4050102	SMART BOARD		SB680-M2D85870	SB680	9001	G 07	012813	020118 Y
		VDR: VA13150000 AVI-SPL		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT	AMOUNT LIF
				184244 012913 O				420-0171-4221230	1,499.25 5
		COM: SMART BOARD M&T						TOTAL	1,499.25
								CUR VALUE	449.77
00040159	4050102	SMART BOARD		SB680-M2-D86016	SB680	9001	G 07	012813	020618 Y
		VDR: VA13150000 AVI-SPL		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT	AMOUNT LIF
				184244 012913 O				420-0171-4221230	1,499.25 5
		COM: SMART BOARD WAREHOUSE						TOTAL	1,499.25
								CUR VALUE	449.77
00040160	4050102	SMART BOARD		SB680-M2-D85871	SB680	9001	G 07	012813	020118 Y
		VDR: VA13150000 AVI-SPL		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT	AMOUNT LIF
				184244 012913 O				420-0171-4221230	1,499.25 5
		COM: SMART BOARD M&T						TOTAL	1,499.25
								CUR VALUE	449.77
00040161	4050102	SMART BOARD		SB680-M2-D86014	SB680	9001	G 07	012813	020118 Y
		VDR: VA13150000 AVI-SPL		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT	AMOUNT LIF
				184244 012913 O				420-0171-4221230	1,499.25 5
		COM: SMART BOARD M&T						TOTAL	1,499.25
								CUR VALUE	449.77
00042479	4050102	SMART BOARD		SB680-M2-D85846	SMB680	9001	G 07	022516	020618 Y
		VDR: VA13150000 AVI-SPL		PO NUM CHECK OLG OWN				FND-CNTR-PROJECT	AMOUNT LIF
				188599 108587 O O				420-9026-4210961	1,707.08 5
		COM: SMART BOARD M&T HOLD						TOTAL	1,707.08
								CUR VALUE	1,223.39

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00039293	4110102	LAPTOP COMPUTER		JDGC6S1	E5520	9001 MX B-5	G 07	052412	043018 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM 182584	CHECK 087580	OLG O	OWN	FND-CNTR-PROJECT-AMOUNT LIF	
		COM: DELL LAPTOP(S.WIGGINS)PERSONEL BLDG						420-9001-4212610 980.39 5	
								TOTAL 980.39	
								CUR VALUE 163.38	
00025929	4160300	TABLES		N/A	N/A	9001 MX 1	G 07	010190	043018 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG O	OWN	FND-CNTR-PROJECT-AMOUNT LIF	
		COM: MAHOGONY COMPUTER TABLE						TOTAL .00	10
00034769	4300000	TELEVISIONS/MONITORS		321-35200317	27A25	9001 MX 1	G 07	010190	043018 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG O	OWN	FND-CNTR-PROJECT-AMOUNT LIF	
		COM: ZENITH TV						TOTAL .00	5
00042058	4110102	LAPTOP COMPUTER		BXT0L52	3010	9001 MX 13	G 07	082115	030618 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM 187988	CHECK	OLG O	OWN	FND-CNTR-PROJECT-AMOUNT LIF	
		COM: DELL LAPTOP (MONTROYA TILLMAN)						420-9001-4221266 TOTAL .00	5
00100007	4110300	PRINTERS		1P5631		9001 MX 15	G 07	010199	082609 033018 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG O	OWN	FND-CNTR-PROJECT-AMOUNT LIF	
		MFG: M000002096 IBM			000001			TOTAL 858.00	5
		COM: IBM PRINTER						TOTAL 858.00	
00105317	4330000	TYPEWRITERS		11-YHD96	1000	9001 MX 15	G 07	010199	092817 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG O	OWN	FND-CNTR-PROJECT-AMOUNT LIF	
		MFG: M000002096 IBM			000001			TOTAL .00	7
		COM: IBM WHEEWRIER							
00037728	4110101	DESKTOP COMPUTER		28GQ3M1	GX780	9001 MX 17	G 07	030810	043018 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM 177837	CHECK	OLG O	OWN	FND-CNTR-PROJECT-AMOUNT LIF	
		COM: DELL CPU						377-9001-0999 1,099.58 5	
								TOTAL 1,099.58	

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00039554	4070000	SCANNER		325953	6230	9001	MX	18	G	07	080712			052318	Y		
		VDR: VM01575000 MADISON COUNTY SCHOOL DISTRICT			PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT		AMOUNT		LIF				
					182736		O		420-9001-4221222		877.06		5				
		COM: FUJITSU SCANNER							TOTAL		.00						
00038846	4110101	DESKTOP COMPUTER		GTKY0R1	GX390	9001	MX	2	G	07	091611			022618	Y		
		VDR: VD04220000 DELL MARKETING LP			PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT		AMOUNT		LIF				
					181315	083979	O		110-9001-1109990		877.06		5				
		COM: DELL CPU GX390							TOTAL		877.06						
									CUR VALUE		29.25						
00029864	4110300	PRINTERS		USGZ235737	2100	9001	MX	23	G	07	010102			043018	Y		
		VDR: V999999999 VENDOR PRIOR TO TERMS			PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT		AMOUNT		LIF				
		MFG: M000000016 HEWLETT-PACKARD				000001	O		TOTAL		857.00		5				
		COM: HP LASERJET PRINTER							TOTAL		857.00						
00034750	4080100	TELEVISIONS		12789057	20F243	9001	MX	24A	G	07	010199	082609	030118	Y			
		VDR: V999999999 VENDOR PRIOR TO TERMS			PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT		AMOUNT		LIF				
						000001	O		TOTAL		.00						
		COM: JVC TV W/VIDEO							TOTAL		.00						
00040149	4110106	IPAD		SDMPK262VDFHW	960LL	9001	MX	24A	G	07	012913			111517	Y		
		VDR: VA10350000 APPLE COMPUTER INC			PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT		AMOUNT		LIF				
					184289	092431	O		420-9001-4221230		.00		5				
		COM: IPAD (BRUCE JAMES)							TOTAL		.00						
00037884	4110102	LAPTOP COMPUTER		H38NRM1	11Z	9001	MX	24B	G	07	062810			052318	Y		
		VDR: VD04220000 DELL MARKETING LP			PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT		AMOUNT		LIF				
					178322	075769	O		420-9001-4221200		818.14		5				
		COM: DELL LAPTOP MINI							TOTAL		818.14						
00039029	4110106	IPAD		DN6H2806DFHY	MC770L	9001	MX	24B	G	07	012712			051118	Y		
		VDR: VA10350000 APPLE COMPUTER INC			PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT		AMOUNT		LIF				
					182042		O		420-9001-4221225		.00		5				
		COM: IPAD - ROSE RAYNAK							TOTAL		.00						

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00039528	4110101	DESKTOP COMPUTER		B3Y3MS1	GX390	9001	MX	24B	G	07	042512					101017	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182360	087208	O							420-0061-4221220		5		
		COM: DELL CPU 390											TOTAL		.00		
00039999	4110102	LAPTOP COMPUTER		8TC5BW1	E5530	9001	MX	24B	G	07	011513					051118	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				184154	092202	O							420-9001-4221230		880.75	5	
		COM: DELL LAPTOP (JOANN KIMBLE)											TOTAL		880.75		
													CUR VALUE		264.22		
00034884	4160200	DESKS		1320706069	N/A	9001	MX	3	G	07	010104					043018	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
					000001	O									1,200.00	10	
		COM: L-SHAPE DESK											TOTAL		1,200.00		
00040719	4110102	LAPTOP COMPUTER		DMPKPAPF18Y	ZOPO	9001	MX	3	G	07	092013					043018	Y
		VDR: VA10350000 APPLE COMPUTER INC		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				185611		O							110-9001-1104690		1,389.00	5	
		COM: MACBOOK AIR LAPTOP (S. BECKWITH)											TOTAL		1,389.00		
													CUR VALUE		601.91		
00040721	4110106	IPAD		DMPKPAPF18Y	PA250	9001	MX	3	G	07	100913					043018	Y
		VDR: VA10350000 APPLE COMPUTER INC		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				185611	096634	O							110-9001-1104690		829.00	5	
		COM: IPAD (SHAIA BECKWITH)											TOTAL		829.00		
													CUR VALUE		373.05		
00100314	4090000	APPLIANCES		222685393	NOT VI	9001	MX	34	F	07	010189					043018	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000034 HOBART			000001	O										7	
		COM: HOBART DISH WASHER											TOTAL		.00		
00040460	4110101	DESKTOP COMPUTER		4BYNFX1	3010	9001	MX	38	G	07	060613					053118	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				184784		O	O						434-9001-434RL11		5		
		COM: DELL CPU											TOTAL		.00		

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00037370	4110101	DESKTOP COMPUTER		6ZT70L1	GX760	9001		MX	4		G	07	101209		043018		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				176996	071460	O							432-9008-43630S5		1,009.00	5	
													TOTAL		1,009.00		
		COM: DELL CPU (SHAY REPAIR RM 70)															
00037732	4110101	DESKTOP COMPUTER		J7GQ3M1	GX780	9001		MX	4		G	07	030810		043018		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				177837		O	O						377-9001-0999		1,099.58	5	
													TOTAL		1,099.58		
		COM: DELL CPU															
00100008	4330000	TYPEWRITERS		11-ZW867	3500	9001		MX	4		F	07	010199	082609	092817		Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000002096 IBM			000001	O									912.00	7	
													TOTAL		912.00		
		COM: IBM WHEEL WRITER															
00038691	4110102	LAPTOP COMPUTER		FCVX401	E4200	9001		MX	43		G	07	042811		043018		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				180209	081059	O							110-9001-1109990		2,352.80	5	
													TOTAL		2,352.80		
		COM: DELL LAPTOP (JANE BUTLER)															
00038697	4080101	MONITOR		74445-135-B1NL	A03	9001		MX	43		G	07	050311		043018		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				180443	081183	O							420-9001-4221212			5	
													TOTAL		.00		
		COM: DELL MONNITOR															
00042652	4110300	PRINTERS		92178Z1	C5765	9001		MX	43		G	07	100216		052418		Y
		VDR: VD04200000 DELL ELECTRONICS, INC.		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				198711		O	O						110-9001-1109990		1,891.75	5	
													TOTAL		1,891.75		
		COM: DELL PRINTER 5765											CUR VALUE		1,607.99		
00040463	4110101	DESKTOP COMPUTER		4BYPFX1	3010	9001		MX	47		G	07	060613		053118		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				184784		O	O						434-9001-434RL11			5	
													TOTAL		.00		
		COM: DELL CPU															

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00037730	4110101	DESKTOP COMPUTER		48GQ3M1	GX780	9001			MX	5		G	07	030810		043018	Y
VDR: VD04220000 DELL MARKETING LP				PO NUM	CHECK	OLG	OWN										
				177837		O	O										
COM: DELL CPU (HOLD J. THOMAS)																	
													FND-CNTR-PROJECT	AMOUNT	LIF		
													377-9001-0999	1,099.58	5		
													TOTAL	1,099.58			
00100206	4110300	PRINTERS		GB82195	HP2200	9001			MX	5		G	07	010102	082709	013118	Y
VDR: V999999999 VENDOR PRIOR TO TERMS				PO NUM	CHECK	OLG	OWN										
MFG: M000000016 HEWLETT-PACKARD				000001		O											
COM: HP LASERJET PRINTER																	
													FND-CNTR-PROJECT	AMOUNT	LIF		
														671.00	5		
													TOTAL	671.00			
00034865	4190200	LIBRARY FURNITURE		N/A	MAHOGA	9001			MX	58		G	07	010199		052418	Y
VDR: V999999999 VENDOR PRIOR TO TERMS				PO NUM	CHECK	OLG	OWN										
				000001		O											
COM: BOOKSHELF																	
													FND-CNTR-PROJECT	AMOUNT	LIF		
															7		
													TOTAL	.00			
00037731	4110101	DESKTOP COMPUTER		58GQ3M1	GX780	9001			MX	6		G	07	030810		043018	Y
VDR: VD04220000 DELL MARKETING LP				PO NUM	CHECK	OLG	OWN										
				177837		O	O										
COM: DELL CPU (HOLD J. THOMAS)																	
													FND-CNTR-PROJECT	AMOUNT	LIF		
													377-9001-0999	1,099.58	5		
													TOTAL	1,099.58			
00100310	4330000	TYPEWRITERS		11RPF72	1000	9001			MX	6		G	07	010199	082709	043018	Y
VDR: V999999999 VENDOR PRIOR TO TERMS				PO NUM	CHECK	OLG	OWN										
MFG: M000002096 IBM				000001		O											
COM: IBM WHEELWRITER																	
													FND-CNTR-PROJECT	AMOUNT	LIF		
															7		
													TOTAL	.00			
00035402	4110102	LAPTOP COMPUTER		1WN86C1	D520	9001			MX	62		G	07	010198	070609	052318	Y
VDR: V999999999 VENDOR PRIOR TO TERMS				PO NUM	CHECK	OLG	OWN										
MFG: M000000138 DELL				000001		O											
COM: DELL LAPTOP																	
													FND-CNTR-PROJECT	AMOUNT	LIF		
															5		
													TOTAL	.00			
00041364	4110102	LAPTOP COMPUTER		1QFPRY1		9001			MX	63		G	07	111313		122017	Y
VDR: VD04220000 DELL MARKETING LP				PO NUM	CHECK	OLG	OWN										
				185726	097496	O											
COM: DELL LAPTOP (CHARLIE FROST)																	
													FND-CNTR-PROJECT	AMOUNT	LIF		
													110-9001-1109990	901.65	5		
													TOTAL	901.65			
													CUR VALUE	420.76			

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00039199	4110101	DESKTOP COMPUTER		71QVDK1	GX760	9001		MX	67		G	07	022312		052418		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
						O							420-9001			5	
		COM: DELL CPU (COULD NOT LOC PO NFO)											TOTAL		.00		
00039198	4110102	LAPTOP COMPUTER		GDWK4S1	E5420	9001		MX	69		G	07	030612		052418		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				182096	086748	O							420-0245-4216121		870.83	5	
		COM: DELL LAPTOP (REPAIR TONY FARLIN)											TOTAL		870.83		
													CUR VALUE		116.10		
00039227	4110102	LAPTOP COMPUTER		G17K4S1	E5520	9001		MX	69		G	07	032712		052418		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				181931	087208	O							379-9001-0999		999.40	5	
		COM: DELL LAPTOP (TONY FARLIN)											TOTAL		999.40		
													CUR VALUE		133.26		
00030635	4330000	TYPEWRITERS		1129769	2500	9001		MX	7		G	07	010199		092717		Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000002096 IBM			000001	O									710.00	7	
		COM: IBM WHEEL WRITER											TOTAL		710.00		
00035934	4110101	DESKTOP COMPUTER		GKPRYC1	GX745	9001		MX	70		E	07	052107	070810	122017		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL		170563	000001	O							420-0061		845.00	5	
		COM: DELL CPU											TOTAL		845.00		
00039561	4110101	DESKTOP COMPUTER		J1K1KS1	790	9001		MX	70		G	07	062912		122017		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				181931	087208	O							379-9001-0999		1,147.64	5	
		COM: DELL DESKTOP											TOTAL		1,147.64		
													CUR VALUE		210.40		
00039563	4110102	LAPTOP COMPUTER		J1H0KS1	790	9001		MX	73		G	07	062912		020118		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				181931	087208	O							379-9001-0999		1,147.64	5	
		COM: DELL DESKTOP											TOTAL		1,147.64		
													CUR VALUE		210.40		

RPRT- M1B08
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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION				DATES		DISPD	G
						CNTR	DP	BLDG	FM	N	DS		
00034844	4080100	TELEVISIONS		ABCGHCFL500524	NOT VI	9001	MX	77	E	07	010100	030118	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT	AMOUNT	LIF
				167109	000001	O					420-9001	1,485.00	7
		COM: SAMSUNG TV 42									TOTAL	1,485.00	
00039567	4110102	LAPTOP COMPUTER		J1J3KS1	790	9001	MX	77	G	07	062912	022618	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT	AMOUNT	LIF
				181931	087208	O					379-9001-0999	1,147.64	5
		COM: DELL DESKTOP (HOLD JOHN)									TOTAL	1,147.64	
											CUR VALUE	210.40	
00038623	4080101	MONITOR		L10Q000793	ET240L	9001	MX	8	G	07	030411	032118	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT	AMOUNT	LIF
				180023	080677	O					110-9001-1109990	1,527.19	5
		COM: ELO TOUCH MONITOR									TOTAL	1,527.19	
00040056	4110102	LAPTOP COMPUTER		CC5DBW1	3010	9001	MX	8	G	07	012913	031418	Y
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT	AMOUNT	LIF
				184290	092459	O					379-9001-0999	1,257.38	5
		COM: DELL LAPTOP									TOTAL	1,257.38	
											CUR VALUE	377.20	
00034810	4080100	TELEVISIONS		ABCGHCF2002016	PPM42M	9001	MX	80	E	07	010102	042618	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT	AMOUNT	LIF
					000001	O							7
		COM: SAMSUNG 42									TOTAL	.00	
00034377	4110102	LAPTOP COMPUTER		4H6191QTSEB	IBOOK	9001	MX	84	G	07	060106	052418	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT	AMOUNT	LIF
		MFG: M000000002	APPLE COMPUTER		000001	O							5
		COM: MAC LAPTOP (DIST SUPPLY)									TOTAL	.00	
00034818	4110101	DESKTOP COMPUTER		7L9JG81	GX620	9001	MX	84	E	07	010106	052418	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN				FND-CNTR-PROJECT	AMOUNT	LIF
		MFG: M000000138	DELL		000001	O						1,108.00	5
		COM: DELL CPU									TOTAL	1,108.00	

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00034869	4110101	DESKTOP COMPUTER	NOT VISIBLE		R3000	9001	MX	84	G	07	010103	031212	052418	Y			
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
				000001		O									1,500.00	5	
		COM: 8E6 SERVER												TOTAL	1,500.00		
00036162	4110102	LAPTOP COMPUTER	DFXX5D1		D830	9001	MX	84	G	07	071107		052418	Y			
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL	170945	000001	O									1,298.00	5	
		COM: DELL LAPTOP (SYLVIA JACKSON)												TOTAL	1,298.00		
00036234	4110101	DESKTOP COMPUTER	5JD86D1		860	9001	MX	84	G	07	072307	082709	052418	Y			
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL		000001	O									1,257.00	5	
		COM: DELL SERVER												TOTAL	1,257.00		
00037003	4110101	DESKTOP COMPUTER	5H4TCG1		3040	9001	MX	84	E	07	060208		052418	Y			
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL	173862	000001	O								420-9001	1,220.06	5	
		COM: DELL SERVER												TOTAL	1,220.06		
00037084	4110101	DESKTOP COMPUTER	6YNWDH1		SERVER	9001	MX	84	G	07	091508	082709	052418	Y			
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138	DELL	174632	000001	O								376-9001-1109990	1,238.60	5	
		COM: DELL SERVER (MX RM65)												TOTAL	1,238.60		
00037263	4110099	SERVER	89NV751		1750	9001	MX	84	G	07	010107		052418	Y			
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
		COM: DELL SERVER				O									.00	5	
00037461	4100000	COMMUNICATION EQUIPMENT	YEEFBKP71DC40		3CR175	9001	MX	84	G	07	102209		052418	Y			
		VDR: VC00220000	CDW GOVERNMENT, INC.	PO NUM	CHECK	OLG	OWN							FND-CNTR-PROJECT	AMOUNT	LIF	
		COM: 3-COM SWITCH		177233		O	O							110-9026-1109990	1,216.23	5	
														TOTAL	1,216.23		

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00037466	4100000	COMMUNICATION EQUIPMENT	YEEFBGP407DC0		3CR175	9001			MX	84	G	07	102209		052418		Y
		VDR: VC00220000 CDW GOVERNMENT, INC.		PO NUM 177233	CHECK O	OLG O	OWN O		FND-CNTR-PROJECT					AMOUNT	LIF		
		COM: 3-COM SWITCH							110-9026-1109990					1,216.23	5		
									TOTAL					1,216.23			
00037693	4110000	COMPUTER EQUIPMENT	BB1416022CE04		450002	9001			MX	84	G	07	020210		052418		Y
		VDR: VA10427000 APPLIED VIDEO TECH, INC.		PO NUM 177571	CHECK 073109	OLG O	OWN O		FND-CNTR-PROJECT					AMOUNT	LIF		
		COM: LIFE SIZE PHONE(37694 & 37995 SET)							420-9001-4222402					.00	5		
									TOTAL					.00			
00037694	4110000	COMPUTER EQUIPMENT	BN13470057033		450005	9001			MX	84	G	07	020210		052418		Y
		VDR: VA10427000 APPLIED VIDEO TECH, INC.		PO NUM 177571	CHECK 073109	OLG O	OWN O		FND-CNTR-PROJECT					AMOUNT	LIF		
		COM: LIFE SIZE CAMERA(37693 & 37695 SET)							420-9001-4222402					.00	5		
									TOTAL					.00			
00037925	4110099	SERVER	BPK4JN1		300	9001			MX	84	G	07	072810		052418		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM 178422	CHECK 076247	OLG O	OWN O		FND-CNTR-PROJECT					AMOUNT	LIF		
		COM: DELL SERVER							420-0091-4221210					1,728.00	5		
									TOTAL					1,728.00			
00039202	4110102	LAPTOP COMPUTER	G1794S1		E5520	9001			MX	84	G	07	032712		052418		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM 181931	CHECK O	OLG O	OWN O		FND-CNTR-PROJECT					AMOUNT	LIF		
		COM: DELL LAPTOP							379-9001-0999					999.40	5		
									TOTAL					999.40			
									CUR VALUE					133.26			
00039203	4110102	LAPTOP COMPUTER	G17Z4S1		E5520	9001			MX	84	G	07	032712		052418		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM 181931	CHECK 087208	OLG O	OWN O		FND-CNTR-PROJECT					AMOUNT	LIF		
		COM: DELL LAPTOP (DARLENE YOUMANS)							379-9001-0999					999.40	5		
									TOTAL					999.40			
									CUR VALUE					133.26			
00039204	4110102	LAPTOP COMPUTER	G17L4S1		E5520	9001			MX	84	G	07	032712		052418		Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM 181931	CHECK 087208	OLG O	OWN O		FND-CNTR-PROJECT					AMOUNT	LIF		
		COM: DELL LAPTOP							379-9001-0999					999.40	5		
									TOTAL					999.40			
									CUR VALUE					133.26			

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	INVTY	DISPD	T
00039208	4110102	LAPTOP COMPUTER		G1815S1	E5520	9001	MX	84	G	07	032712			052418	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
				181931	087208	O							379-9001-0999	999.40	5	
		COM: DELL LAPTOP											TOTAL	999.40		
													CUR VALUE	133.26		
00039211	4110102	LAPTOP COMPUTER		G17N4S1	E5520	9001	MX	84	G	07	032712			052418	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
				181931	087208	O							379-9001-0999	999.40	5	
		COM: DELL LAPTOP											TOTAL	999.40		
													CUR VALUE	133.26		
00039230	4110102	LAPTOP COMPUTER		G17J5S1	E5520	9001	MX	84	G	07	032712			122017	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
				181931		O							379-9001-0999	999.40	5	
		COM: DELL LAPTOP (LAPTOP CART)											TOTAL	999.40		
													CUR VALUE	133.26		
00021167	4080100	TELEVISIONS		122-13170662	SJ2063	9001	MX	9	G	07	010190			043018	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000030 ZENITH			000001	O								.00	7	
		COM: ZENITH TV											TOTAL	.00		
00034646	4110300	PRINTERS		Q3434	5510	9001	99	38E	G	07	010105	042110		052318	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000016 HEWLETT-PACKARD			000001	O								.00	5	
		COM: HP DESKJET PRINTER											TOTAL	.00		
				CNTR 9001	TOTAL									89 ITEMS		78,431.18 COST

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 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 9003 TRANS.DEPT-SCHOOL BD GADSDEN

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-FA NUM-	CODE	-----CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER---	---MODEL--- NUMBER	----LOCATION----- CNTR DP BLDG FM N DS	C	-----DATES----- ACQRED INVTY	T DISPD G
00034735	4110101	DESKTOP COMPUTER		CPML561	GX280	9003	4	G 07 010106 062211 040918	Y
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK OLG OWN	FND-CNTR-PROJECT		-----AMOUNT	LIF
		MFG: M000000138	DELL	000001	O			1,500.00	5
		COM: DELL CPU				TOTAL		1,500.00	
				CNTR 9003	TOTAL	1 ITEMS		1,500.00	COST

-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	INVTY	DISPD	T
00023934	4200009	SERVING LINE		N/V	N/V		9004					G	07	010188	062810	052918 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF	
					000001		O									7
		COM: SHELLYGLAS	COUNTER										TOTAL	.00		
00034674	4200000	LUNCHROOM EQUIPMENT		9488188		PRO 11	9004					G	07	010100		052918 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF	
					000001		O									7
		COM: REDDY	HEATER										TOTAL	.00		
00041846	4110106	IPAD		043979352153		1831	9004					G	07	063015		050918 Y
		VDR: VC00220000	CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF	
					187793		O						410-9004-0750	846.83	5	
		COM: SUCCESS PRO	IPAD (PAULA MILTON)										TOTAL	846.83		
													CUR VALUE	508.09		
00041847	4110106	IPAD		043467452153		1831	9004					G	07	063015		052918 Y
		VDR: VC00220000	CDW GOVERNMENT, INC.		PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF	
					187793		O						410-9004-0750	846.83	5	
		COM: SUCCESS PRO	IPAD (MELANIE DAVIS)										TOTAL	846.83		
													CUR VALUE	508.09		
00100156	4290200	MISC SHOP/VOC EQUIPMENT		9901-13		854F10	9004					G	07	010189		052918 Y
		VDR: V999999999	VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF	
					000001		O							512.00	7	
		COM: CARDINAL	SCALE										TOTAL	512.00		
00037984	4110101	DESKTOP COMPUTER		F54X6N1		E550	9004		1C			G	07	091510		052918 Y
		VDR: VD04220000	DELL MARKETING LP		PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF	
					020229	077457	O						410-9004-0750	1,137.29	5	
		COM: DELL LAPTOP	(MELANIE DAVIS)										TOTAL	1,137.29		
00040715	4110101	DESKTOP COMPUTER		68GMJX1		E5530	9004		1C			G	07	100313		052918 Y
		VDR: VD04220000	DELL MARKETING LP		PO NUM	CHECK	OLG	OWN					FND-CNTR-PROJECT	AMOUNT	LIF	
					185490	096787	O						410-9004-0750	901.65	5	
		COM: DELL LAPTOP	(MELANIE DAVIS)										TOTAL	901.65		
													CUR VALUE	405.74		

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00040714	4110101	DESKTOP COMPUTER		4RJMJX1	E5530	9004		2			G	07	100313		050918	Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
				185490	096787	O							410-9004-0750	901.65	5	
		COM: DELL LAPTOP (PAULA MILTON)											TOTAL	901.65		
													CUR VALUE	405.74		
00041654	4110101	DESKTOP COMPUTER		93TJX12	3020	9004		2			G	07	081814		052918	Y
		VDR: VD04200000 DELL ELECTRONICS, INC.		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
				186751	101392	O							410-9004-0750	782.02	5	
		COM: DELL CPU M#3020											TOTAL	782.02		
													CUR VALUE	469.22		
00034856	4110101	DESKTOP COMPUTER		1JFLC81	GX620	9004		4			E	07	010107		052918	Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
		MFG: M000000138 DELL			000001	O									5	
		COM: DELL CPU											TOTAL	.00		
00041829	4110101	DESKTOP COMPUTER		716V832	3020	9004		5			G	07	051115		011618	Y
		VDR: VD04200000 DELL ELECTRONICS, INC.		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT	AMOUNT	LIF	
				187619		O							410-0101-0711		5	
		COM: DELL CPU M#3020											TOTAL	.00		
				CNTR 9004	TOTAL								11 ITEMS			
														5,928.27	COST	

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 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 9026 HEAD START/PK SB GADSDEN CO

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-FA NUM-	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	C	DATES	T
						CNTR DP BLDG FM N DS	ACQRED	INVTY	DISPD G
00040228	4110102	LAPTOP COMPUTER		GPP4YW1	E5530	9026	G 07	040313	051418 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				184318	093465	O		420-9026-4210958	880.75 5
		COM: DELL LAPTOP (CYNT RILEY)						TOTAL	880.75
								CUR VALUE	308.26
00040232	4110102	LAPTOP COMPUTER		JNP4YW1	E5530	9026	16 G 07	040313	051518 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				184318	093465	O		420-9026-4210958	880.75 5
		COM: DELL LAPTOP (SUSIE VICKERS)						TOTAL	880.75
								CUR VALUE	308.26
00040167	4110106	IPAD		DMPK2NSHDFHW	960LL	9026	27 G 07	012913	051518 Y
		VDR: VA10350000 APPLE COMPUTER INC		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				184289	092431	O		420-9026-4221230	5
		COM: IPAD						TOTAL	.00
00040174	4110106	IPAD		DMPK2S19DFHW	960LL	9026	27 G 07	012913	051518 Y
		VDR: VA10350000 APPLE COMPUTER INC		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				184289	092431	O		420-9026-4221230	5
		COM: IPAD						TOTAL	.00
00038134	4110102	LAPTOP COMPUTER		1SCJPM1	E6500	9026	7C G 07	101110	051518 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				178688	077961	O		420-9026-4210951	1,175.81 5
		COM: DELL LAPTOP (G. MCPHERSON)						TOTAL	1,175.81
00037768	4110101	DESKTOP COMPUTER		DCMD5M1	GX780	9026	7E G 07	040510	051518 Y
		VDR: VD04200000 DELL ELECTRONICS, INC.		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				177795	074288	O		420-9026-4210951	827.76 5
		COM: DELL CPU						TOTAL	827.76
00031759	4160900	MISCELLANEOUS OFFICE EQUIPMENT		NV05218	2230S1	9026	5 14 G 07	010103	051518 Y
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM	CHECK	OLG	OWN	FND-CNTR-PROJECT	AMOUNT LIF
				000001	0			575.00	7
		COM: PAPER SHREDDER (IN LOBBY)						TOTAL	575.00

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 9026 HEAD START/PK SB GADSDEN CO

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
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-FA NUM-	CODE-	CLASSIFICATION-	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00102081	4050100	PROJECTORS		205419963	9014ED	9026	5	14	G	07	010103				051518	Y	
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				000001		O										7	
		COM: PROJECTOR											TOTAL		.00		
00031181	4110102	LAPTOP COMPUTER		HTVPQ01	PP01X	9026	5	26	G	07	073101	053117	053018	Y			
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138	DELL	000001		O									2,205.00	5	
		COM: DELL LAPTOP											TOTAL		2,205.00		
00040173	4110106	IPAD		DMPK2MSKDFHW	960LL	9026	5	26	G	07	012913	053117	051518	Y			
		VDR: VA10350000	APPLE COMPUTER INC	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				184289	092431	O							420-9026-4221230			5	
		COM: IPAD											TOTAL		.00		
00040234	4110102	LAPTOP COMPUTER		DQP4YW1	E5530	9026	5	27	G	07	040313	053117	051518	Y			
		VDR: VD04220000	DELL MARKETING LP	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
				184318	093465	O							420-9026-4210958		880.75	5	
		COM: DELL LAPTOP (CAROLYN HARDEN)											TOTAL		880.75		
													CUR VALUE		308.26		
00034626	4080100	TELEVISIONS		V4241079697591		9026	5	28	G	07	010103	053117	053018	Y			
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000031	SANYO	000001		O										7	
		COM: SANYO TV											TOTAL		.00		
00034627	4080100	TELEVISIONS		V4501080297534		9026	5	28	G	07	010103	053117	053018	Y			
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000031	SANYO	000001		O										7	
		COM: SANYO TV											TOTAL		.00		
00031882	4330000	TYPEWRITERS		11WY650	1000	9026	5	30	G	07	010102	053117	053018	Y			
		VDR: V999999999	VENDOR PRIOR TO TERMS	PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000002096	IBM	000001		O									575.00	7	
		COM: IBM WHEELWRITER											TOTAL		575.00		

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 9026 HEAD START/PK SB GADSDEN CO

TERMS - FACILITY MANAGEMENT SERIES
 FIXED ASSET VERIFICATION
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FA NUM	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00035236	4110101	DESKTOP COMPUTER		GLGDZB1	GX520	9026	5	32	E	07	102406				053018	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		MFG: M000000138 DELL		167915	000001	O							110-9026		1,231.84	5	
		COM: DELL CPU											TOTAL		1,231.84		
00040176	4110106	IPAD		DMPK2MRDFHW	960LL	9026	5	7B	G	07	012913				051518	Y	
		VDR: VA10350000 APPLE COMPUTER INC		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		COM: IPAD		184289	092431	O							420-9026-4221230		.00	5	
													TOTAL		.00		
00040177	4110106	IPAD		DMPK2S3FDFHW	960LL	9026	5	7C	G	07	012913	053117			051518	Y	
		VDR: VA10350000 APPLE COMPUTER INC		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		COM: IPAD		184289	092431	O							420-9026-4221230		.00	5	
													TOTAL		.00		
00040179	4110106	IPAD		DMPK2T3FDHW	960LL	9026	5	7E	G	07	012913				051518	Y	
		VDR: VA10350000 APPLE COMPUTER INC		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		COM: IPAD		184289	092431	O							420-9026-4221230		.00	5	
													TOTAL		.00		
00037847	4110101	DESKTOP COMPUTER		8CMD5M1	GX780	9026	99	64	G	07	040510				051518	Y	
		VDR: VD04200000 DELL ELECTRONICS, INC.		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		COM: DELL CPU (JENKINS)		177795	074288	O							420-9026-1105610		827.76	5	
													TOTAL		827.76		
00042281	4110106	IPAD			3010	9026	99	64A	G	07	102315				051518	Y	
		VDR: VC03490000 SYNOVUS BANK CB&T-A DIV		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		COM: SURFACE PRO (VANESSA GLOVER)		188410	107102	O	0						420-9026-4210960		790.00	5	
													TOTAL		790.00		
													CUR VALUE		513.50		
00042282	4110106	IPAD		026474551453	3010	9026	99	64A	G	07	102315				051518	Y	
		VDR: VC03490000 SYNOVUS BANK CB&T-A DIV		PO NUM	CHECK	OLG	OWN						FND-CNTR-PROJECT		AMOUNT	LIF	
		COM: SURFACE PRO (LAQUITTA ROBINSON)		188410	107102	O	0						420-9026-4210960		790.00	5	
													TOTAL		790.00		
													CUR VALUE		513.50		
				CNTR 9026	TOTAL								21 ITEMS		11,640.42	COST	

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 9102 HOPE ACADEMY

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-FA NUM-	CODE	-----CLASSIFICATION-----	-----DESCRIPTION-----	---SERIAL NUMBER---	---MODEL--- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C ACQRED	-----DATES----- INVTY	T DISPD G
00041098	4110102	LAPTOP COMPUTER		7HL4RT1	3330	9102 2 10	G 07	040115	110717 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM 184847	CHECK O O			FND-CNTR-PROJECT-----AMOUNT LIF 420-9102	5
		COM: DELL LAPTOP						TOTAL	.00
00041099	4110102	LAPTOP COMPUTER		G4L4RT1	3330	9102 2 10	G 07	040115	110717 Y
		VDR: VD04220000 DELL MARKETING LP		PO NUM 184847	CHECK O O			FND-CNTR-PROJECT-----AMOUNT LIF 420-9102	5
		COM: DELL LAPTOP						TOTAL	.00
				CNTR 9102	TOTAL			2 ITEMS	.00 COST

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 9106 GADSDEN CENTRAL ACADEMY

TERMS - FACILITY MANAGEMENT SERIES
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-FA NUM-	CODE	-----CLASSIFICATION-----	-----DESCRIPTION-----	---SERIAL NUMBER---	---MODEL--- NUMBER	---LOCATION--- CNTR DP BLDG FM N DS	C ACQRED	-----DATES----- INVTY	T DISPD	G
00037909	4110101	DESKTOP COMPUTER		CYR8HN1	GX780	9106 2 1	G 07 071210	061818	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM 177966	CHECK O	OLG O	OWN	FND-CNTR-PROJECT-----AMOUNT LIF 420-9001-4226300 TOTAL		5 .00
		COM: DELL CPU								
00037911	4110101	DESKTOP COMPUTER		DYR8HN1	GX780	9106 2 1A	G 07 071210	062518	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM 177966	CHECK O	OLG O	OWN	FND-CNTR-PROJECT-----AMOUNT LIF 420-9001-4226300 TOTAL		5 .00
		COM: DELL CPU								
00038642	4050102	SMART BOARD		SB680-R2-A87302	N/A	9106 2 10	G 07 040711 042111	061818	Y	
		VDR: VA13150000 AVI-SPL		PO NUM 180093	CHECK 080451	OLG O	OWN	FND-CNTR-PROJECT-----AMOUNT LIF 420-0231-4221210 TOTAL		5 1,399.00 1,399.00
		COM: SMART BOARD								
00035652	4080100	TELEVISIONS		021-54320184	B25A02	9106 2 14	G 07 010199 102209	061818	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS MFG: M000000030 ZENITH		PO NUM	CHECK 000001	OLG O	OWN	FND-CNTR-PROJECT-----AMOUNT LIF TOTAL		7 .00
		COM: ZENITH TV								
00036762	4110101	DESKTOP COMPUTER		9Q3V1F1	GX745	9106 2 14	G 07 112807 102209	061818	Y	
		VDR: VD04220000 DELL MARKETING LP MFG: M000000138 DELL		PO NUM 172376	CHECK 000001	OLG O	OWN	FND-CNTR-PROJECT-----AMOUNT LIF 376-9106 TOTAL		5 861.80 861.80
		COM: DELL CPU								
00035650	4080100	TELEVISIONS		021-54320116	B25A02	9106 2 15	G 07 010199 102209	061818	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS MFG: M000000030 ZENITH		PO NUM	CHECK 000001	OLG O	OWN	FND-CNTR-PROJECT-----AMOUNT LIF TOTAL		7 .00
		COM: ZENITH TV								
00037369	4110101	DESKTOP COMPUTER		4ZT70L1	GX760	9106 2 15	G 07 101209 102209	061818	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM 176996	CHECK 071460	OLG O	OWN	FND-CNTR-PROJECT-----AMOUNT LIF 432-9008-43630S5 TOTAL		5 1,009.00 1,009.00
		COM: DELL CPU								

RPRT- M1B08
 DIST- 20 GADSDEN COUNTY SCHOOL BOARD
 LOCN- 9106 GADSDEN CENTRAL ACADEMY

TERMS - FACILITY MANAGEMENT SERIES
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FA NUM	CODE	CLASSIFICATION	DESCRIPTION	SERIAL NUMBER	MODEL NUMBER	LOCATION	CNTR	DP	BLDG	FM	N	DS	ACQRED	DATES	INVTY	DISPD	T
00037910	4110101	DESKTOP COMPUTER		BYR8HN1	GX780	9106	2	15	G	07	071210				061818	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM 177966	CHECK O	OLG O	OWN			FND-CNTR-PROJECT				AMOUNT	LIF		
		COM: DELL CPU								420-9001-4226300				TOTAL	.00	5	
00037915	4110101	DESKTOP COMPUTER		9YR8HN1	GX780	9106	2	15	G	07	071210				061818	Y	
		VDR: VD04220000 DELL MARKETING LP		PO NUM 177966	CHECK O	OLG O	OWN			FND-CNTR-PROJECT				AMOUNT	LIF		
		COM: DELL CPU								420-9001-4226300				TOTAL	.00	5	
00034957	4160200	DESKS		N/A		9106	7		E	07	010103				061818	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM 000001	CHECK O	OLG O	OWN			FND-CNTR-PROJECT				AMOUNT	LIF		
		COM: L-SHAPE DESK												TOTAL	.00	10	
00101769	4160200	DESKS		N/A		9106	7		G	07	010102				061818	Y	
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM 000001	CHECK O	OLG O	OWN			FND-CNTR-PROJECT				AMOUNT	LIF		
		COM: DESK W/CREDENZA												TOTAL	.00	10	
00105249	4330000	TYPEWRITERS		11-YHD99		9106	7	1	G	07	010102	102209		061818	Y		
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM 000001	CHECK O	OLG O	OWN			FND-CNTR-PROJECT				AMOUNT	LIF		
		MFG: M000002096 IBM												TOTAL	.00	7	
		COM: IBM WHEELWRITER															
00030523	4100000	COMMUNICATION EQUIPMENT		NOT VISIBLE		9106	7	4	G	07	010199	102209		061818	Y		
		VDR: V999999999 VENDOR PRIOR TO TERMS		PO NUM 000001	CHECK O	OLG O	OWN			FND-CNTR-PROJECT				AMOUNT	LIF		
		COM: BAYSTACK												TOTAL	.00	5	
				CNTR 9106		TOTAL				13 ITEMS				3,269.80	COST		

RPRT- M1B08
DIST- 20 GADSDEN COUNTY SCHOOL BOARD

TERMS - FACILITY MANAGEMENT SERIES
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-FA NUM-	CODE-----	CLASSIFICATION-----	DESCRIPTION	---SERIAL NUMBER----	---MODEL-- NUMBER	---LOCATION----	C	-----DATES-----	T
				REQ 01	TOTAL	CNTR DP BLDG FM N DS		ACQRED INVTRY	DISPD G
						617 ITEMS		504,781.59 COST	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: July 24, 2018

TITLE OF AGENDA ITEM: 2018-2019 Controlled Open Enrollment Plan

DIVISION: K12 Education

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

PURPOSE AND SUMMARY OF ITEM:

Beginning with the 2017-18 school year, each district school board and charter school must adopt a controlled open enrollment plan that allows a parent from any school district in the state to enroll his or her child in and transport his or her child to any public school that has not reached capacity pursuant to F.S 1002.31(2)(a). The controlled open enrollment plan includes all existing school choice options in the district such as magnet schools, alternative schools, special programs, advanced placement, and dual enrollment.

FUND SOURCE: n/a

AMOUNT: Fiscal impact undetermined – based upon parent choice

PREPARED BY: Carolyn Francis

POSITION: Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered _____

CHAIRMAN’S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

Gadsden County Controlled Open Enrollment Plan 2017-2018

Contact Information:

Carolyn Francis

Coordinator

850-627-9651 x 1292

Fax: 850-627-7594

francisc@gcpsmail.com

Open Enrollment Plan Link: www.gcps.k12.fl.us

Open Enrollment Policies

“Controlled open enrollment” means a public education delivery system that allows school districts to make student school assignments using parents’ indicated preferential educational choice as a significant factor.

Introduction:

Florida Statute 1002.31 states that beginning with the 2017-2018 school year, each district school board shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to any public school that has not reached capacity in the district, subject to the maximum class size.

1. Application Process

The School Board shall establish residential attendance zones for each school. All students, unless otherwise provided by School Board rule or authorized by the School Board’s order, shall attend the school serving the student’s residential attendance zone. A student’s residence is the residence of his/her parents(s), as defined by Florida Statutes. Any student residing in the School District shall be assigned to a school for attendance by the Superintendent or his designee.

The Gadsden County School District gladly honors school choice from any parent/guardian. Gadsden County Schools has open enrollment options for parents to choose a school outside their residential attendance zone school. Gadsden County School District allows parents from any school district in the state, whose child is not subject to a current expulsion or suspension, to enroll his or her child in and transport his or her child to any public school in the district, including charter schools, that have not reached capacity subject to the maximum class size pursuant to Florida Statutes and the Controlled Open Enrollment Plan adopted by the School Board. No student shall be permitted to transfer, enroll, or be admitted to a school when he/she has been expelled or suspended from another school district. This prohibition shall be effective for the period of time in which the

student was expelled or suspended from another district. Such students shall be accorded the same appeals procedure which is available for district students.

Any parent wishing to apply should complete the Gadsden County School District's Application for Attendance to request permission to attend an alternate school to the student's zoned school. This form is available on the district's website, at the parent services office, or at any GCPS school. The form must be completed in its entirety and must have attached any additional justifications/documentation and proof of residency at the time of submission to the school.

Once the school receives **ALL** of the required items, the request will be reviewed. The parent/guardian will be notified in writing via U.S. Mail within two weeks or as soon as a decision is made. Due to this process, students may not be allowed to enroll in the choice school at the time the Application for Attendance is submitted. Once notification of acceptance has been received, the parent/guardian may enroll the student in the approved school.

Charter school open enrollment processes may provide enrollment preferences consistent with the enrollment preferences permitted under the charter school statute (s. 1002.33(10), F.S.), if such preferences are included in the charter school contract. The charter school shall annually post on its website the application process required to participate in controlled open enrollment. Determination of capacity must be listed on the charter school website and must be consistent with its charter school contract.

Per F. S. 1002.41(1), the Gadsden County School District does not operate a home education program and only registers with the school Superintendent for the purpose of complying with the state's attendance requirements under s. 1003.21(1). If a parent or guardian chooses to homeschool their child/children, the Superintendent shall accept a notice of intent to set up a homeschool program and shall immediately register the home education program upon receipt of the notice. The notice of intent must come from the parent/guardian and include the full legal name, address and date of birth of all children who shall be enrolled as students in the home education program. If the student chooses to participate in a school district program or service then additional information or verification from the parent may be requested.

The assigned school for an out-of-district student shall be designated on the basis of space available. Such transfers shall be made on a nondiscriminatory basis and shall not result in reducing desegregation in either the school district or in reinforcing the dual school system. The student will be accepted pursuant to the district's controlled open enrollment process described below, and the district will report the student for purposes of the district's funding pursuant to the Florida Education Finance Program (FEFP). Students residing in the district shall not be displaced by a student from another district who is seeking enrollment through the open enrollment provisions.

The Controlled Open Enrollment Process is approved by the School Board and is consistent with the School Board Policy 5.23*+. The process includes but is not limited to the following:

- A. Eligibility requirements

- B. Application process for parents to notify the school district of their desire to be part of controlled open enrollment
- C. Method of determining capacity of schools
- D. Capacity determination for each district school
- E. Class size standards (pursuant to s. 1003.03(4), F.S. – determination for capacity will be listed on district and charter websites
- F. Lottery procedure for determining student assignment if transfer requests exceed available space
- G. Provision for a parent to request placement of siblings within the same school
- H. Appeals process for hardship cases
- I. Availability of transportation
- J. Method and timeline for notifying a parent of his/her child’s placement for the next school year.

The process for implementing must

- A. Adhere to federal desegregation requirements
- B. Maintain socioeconomic, demographic, and racial balance
- C. Allow a student to remain at the chosen school until he/she completes the highest grade level at the school
- D. Maintain existing academic eligibility criteria for public school choice programs

Information about school choice and special programs is provided annually to the community through parent communication links, listservs, school mail-outs, back pack disseminations, individual program promotional materials, open houses at school sites, during school visits, and through the district Parent Resource Center.

Open enrollment options include school choice for grandfathering, sibling support, over/under capacity schools, school safety, and other parent hardships. Preferential treatment will be given to dependent children of active duty military personnel whose move resulted from military orders; children who have been relocated due to a foster care placement in a different school zone; children who move due to a court-ordered change in custody due to separation or divorce; children who have moved due to the serious illness or death of a custodial parent; students at multiple session schools; and students residing in the district.

In all cases, applications for school choice must be completed. Applications are available at all public schools, the Parent Resource Center, on the district website, or by mail or fax, as requested. The form provides instructions and contact information for questions and support. Applications are processed by the Parent Resource Center. Applications for magnet and special programs are processed at the individual school level in accordance with each program's admissions criteria. Determinations about student eligibility for acceptance into the special program are made based on eligibility of the program.

Applications for other choice options are reviewed by the Parent Resource Center and the Superintendent or his designee taking into consideration any hardships that may need to be accommodated. A notification letter responding to a school choice application is sent to parents

as soon as possible, including an appeal process in the case of a denial for reassignment based on hardship at a school that is over capacity. Parents with an approved school choice request are directed to the new school to proceed with student enrollment.

2. Process for Declaring School Preference

Gadsden County School Choice options are available on the district website at: www.gcps.k12.fl.us. Applications can be downloaded from the website or picked up at any Gadsden County Public School, at the district office, or at the Parent Resource Center. Additional applications may be required by special programs.

Gadsden County choice programs include S.T.E.M. Academies (Gadsden County High School), Science Students Together Reaching Individual Diversity and Excellence (S.S.T.R.I.D.E.) offered at Gadsden County High School, West Gadsden Middle School, Crossroad Academy, Gadsden Elementary Magnet School, and James A. Shanks Middle School; Information Technology Academies offered at Gadsden County High, West Gadsden Middle, Carter Parramore Academy, and James A. Shanks Middle School; Culinary Academies offered at Gadsden County High School and West Gadsden Middle School; Health Academy offered at Gadsden County High School; Biotechnology offered at Gadsden County High School; Arts and Sciences Academy (S.T.E.A.M.) offered at Havana Magnet School; Alternative School at Carter-Parramore Academy; Second-Chance Academy at HOPE Academy; Exceptional Student Education at Gadsden Central Academy; Charter School at Crossroad Academy; Dual Enrollment at Gadsden County High School and Crossroad Academy; Advanced Placement at Gadsden County High School and Crossroad Academy; High Performing Schools are Gadsden Elementary Magnet School, Crossroad Academy, George W. Munroe Elementary, Greensboro Elementary, Chattahoochee Elementary, Stewart Street Elementary, and Havana Magnet School; Career and Technical Education Programs are offered at Gadsden County High School, Crossroad Academy, James A. Shanks Middle, Havana Magnet School, and West Gadsden Middle School through Gadsden Technical Institute (GTI); and Foreign Language at Crossroad Academy. Other Options include Gadsden Virtual, Edgenuity Virtual; FUEL K12 Virtual; Florida Virtual; PAEC Virtual; and Home Education.

Per District School Policy 5.20+, (Assignment Within District), a student may be permitted to attend a school other than the school serving the parents' residential area by completing a Request for Out-of-Zone Assignment Form and submitting the form for the approval or disapproval of the Superintendent or Designee. Parents choosing to send their child to a school outside their home residential zone will be responsible for providing transportation.

A student who has been attending, in the year prior to the designation, a public school that has been classified as performance grade category “F” or has earned three (3) consecutive grades of “D” or a student who is assigned to a public school that has been designated as performance grade category “F” or has earned three (3) consecutive grades of “D” may attend a higher performing public school in the district, virtual or home school, or a school in another district as allowed by law. The district will provide transportation to a student impacted by Florida Statutes for Opportunity Scholarship. Designation of schools included in Opportunity Scholarship Options are determined by Florida Department of Education.

3. Process that Encourages Placement of Siblings within the Same School

Students who have siblings enrolled at a school other than their home zone school may apply for reassignment to that same school based on sibling support. GCPS understands the importance of keeping brothers and sisters together and encourages parental involvement.

Parents of siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The sibling must be attending the school the same year as the requested reassignment. Students assigned for sibling support may remain at the assigned school until they change grade levels. On the school choice form parents identify "sibling support" and provide the name of the sibling who is at the school that the parent wants the student to be reassigned. Parents choosing this option will be responsible for their own student transportation.

Students attending a "persistently dangerous" school, as defined by State law, have the right to transfer to another "safe" school in the district. Students who are victims of a 'violent crime' on school property also have the right to transfer to another school. If there is not another "safe" school in the district providing instruction at the student's grade level(s), the Superintendent or his designee shall contact neighboring counties and request that they permit students to transfer to a school in one (1) of those counties.

The Superintendent or his designee, will develop and revise this plan as necessary, including administrative procedures necessary to implement these policies. Except for homeless students, foster students and other student safety measures required by Florida Statute, parents who choose these options are required to provide their own student transportation.

Open Borders

State Lawmakers in 2016 removed school-district boundaries by allowing parents to enroll children in any public school beginning in 2017-18. School districts must accept most students if the school they want to attend has not reached capacity and if the child has not been suspended or expelled from another school district, according to Florida Statutes. If a school has more applications than openings, the law calls for schools to use a lottery to fill the spots.

4. Lottery Procedure to Determine Student Assignment

Gadsden County Schools uses a lottery procedure, as necessary, to determine student assignment. Applications for choice schools and special programs are reviewed at the individual school level in accordance with each program's admissions criteria. Students are admitted to the program according to the available capacity in each program. In the case of too many requests for available slots in a special program or choice school, the district reserves the right to hold a lottery to determine admissions. The lottery process is designed to prevent the loss of more than five percent (5%) enrollment at any one school.

For purposes of continuity of educational choice, a student who enrolls or transfers under Controlled Open Enrollment may remain at the Controlled Open Enrollment School until the student completes the highest grade level at the school. After completion of the terminal grade of that school, the student must return to their zoned school or apply for and be granted another lottery selection through Controlled Open Enrollment. Students residing in another county must return to their school district in the absence of another lottery selection entitling them to enroll in another district school.

5. *Appeals Process for Hardship Cases*

Students may be allowed to attend a school other than their residentially zoned home school based on documented economic or medical hardship, or other documented reasons. A reassignment form must be completed, signed by both school administrators and submitted to the Parent Resource Center and Superintendent for review.

A hardship is defined as documented economic or medical factors that are beyond the student's and parent's/guardian's control that have a negative impact on the student's educational process, safety, mental health or physical well-being. Upon receipt of a hardship reassignment request, the Superintendent or his/her designee will afford the parent/guardian or student an opportunity to present such evidence as may be appropriate. Thereafter, the Superintendent will make his recommendations to the Board. The Superintendent or his designee will furnish the parent/guardian or student a copy of his recommendation to the Board.

If the parent/guardian or student wishes to appeal the recommendation of the Superintendent, they must submit a detailed statement specifying the basis for the disagreement to the Superintendent within ten (10) working days of receipt of the recommendation. If the Superintendent denies the reassignment appeal, the parent/guardian may appeal the decision to the Gadsden County School Board at the next Board meeting. The parent/guardian must register for an appeal through the School Board secretary prior to the meeting. The Superintendent will permit the student to remain at the current school until a decision is made by the Board. Parents choosing this option will be responsible for providing their own student transportation.

6. *Procedures to Maintain Socioeconomic, Demographic, and Racial Balance*

Gadsden County School District provides equal opportunity for school choice to all students in the district regardless of race, ethnicity or socio-economic status. In order to ensure that participation in school choice supports socioeconomic, demographic and racial balance, Gadsden County School District annually evaluates participation by race and free/reduced lunch eligibility and makes changes accordingly.

7. *Homeless Students*

Pursuant to District School Board Policy 5111.01, (Homeless Students), any child in Gadsden County whose primary nighttime residence is in a supervised publicly or privately operated shelter for temporary accommodations, or in a public or private place not designated for, or ordinarily used for, continuing human habitation, shall be entitled to enrollment in the district at their school of origin, unless it is determined

that it is not in the best interest of the child. Student transportation to their school of origin will be provided within the school district. If the verified homeless situation is such that the student is crossing district lines, the Gadsden County Transportation Department will coordinate transportation between the district and neighboring districts.

8. Availability of Transportation

With the exception of homeless students, foster care students, or students moved for safety reasons per Florida Statute, it is the responsibility of the parent/guardian to provide transportation for students who chose to participate in a choice option and are approved to attend a school other than their residentially zone school. Transportation can be arranged by contacting Gadsden County's Transportation Department. Transportation provisions will follow s. 1002.31(2) F.S.

9. Parental and Family Engagement

Encouraging and promoting strong parental and family engagement is a priority of every school and department throughout Gadsden County. Throughout the district, there are parent liaisons, community liaisons, instructional specialists, guidance counselors and other staff in positions to strengthen parental engagement. The district does not have specific parental engagement requirements for its public schools, however, individual programs at the schools may require parent participation.

10. Strategy for Establishing an Information Clearinghouse

Gadsden County has a full-time, year-round Parent Resource Center that serves as a clearinghouse for information on school choice opportunities for students. In addition, each school disseminates information and promotes their choice options. Information is provided to parents and to the community through parent communication links, listservs, school mail-outs, individual program promotional materials, open houses at school sites, during school visits, and through the district Parent Resource Center.

11. Athletic Eligibility

A student participating in controlled open enrollment or a choice program will be immediately eligible to participate in interscholastic and intrascholastic extracurricular activities. However, a student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets one of the following criteria:

1. Dependent child of active duty military personnel whose move resulted from military orders
2. Child who has been relocated due to a foster care placement in a different school zone
3. Child who moves due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
4. Authorized for good cause in district or charter school policy.

GADSDEN COUNTY
PUBLIC SCHOOLS
VIRTUAL INSTRUCTION
PROGRAM

*Guidelines and
Procedures*

2018-2019

Gadsden County's Virtual Education

Gadsden County's Virtual Instruction Program (GC-VIP) is open to all eligible students within the district. GC-VIP is an innovative educational experience that takes place in an interactive learning environment created through technology. The Gadsden County Public School (GCPS) district remains steadfast to a commitment of excellence. Subsequently, GCPS holds all stakeholders in all settings—traditional and/or non-conventional—to the same standards established in following vision and belief statements:

VISION STATEMENT

The Gadsden School District embraces systems of excellence to prepare ALL students to live and successfully compete in a global society.

MISSION STATEMENT

The district mission is to collaborate with and engage all stakeholders in providing safe, caring, rigorous and engaging environments in which students can learn and succeed.

BELIEF STATEMENTS

The Gadsden County School District believes that . . .

- All students can and will learn when instruction is engaging, rigorous, differentiated and individualized.
- Everyone must contribute to and be held accountable for student achievement.
- Each child is important and unique.
- Understanding and respecting *diversity* enriches students' lives.
- Every student has a right to a high quality education.
- Education is a shared responsibility of the student, parents, educators, and the community.
- Engaged families combined with highly effective teachers and school leaders are essential to a successful school.
- A well-trained professional teacher is the most important resource in a child-centered classroom.
- High-quality customer service is a necessary component of high-quality education.
- Everyone must be held to the highest ethical standards to achieve excellence.
- Everyone has the right to feel physically and emotionally safe at school.
- A highly effective support staff is an integral and essential component of the school district.

Gadsden County's Virtual Instruction Program

Guidelines and Procedures

Enrollment

Criteria for Eligibility (see Appendix A)

Florida Statute 1002.455 Student eligibility for K-12 virtual instruction

All students, including home education and private school students, are eligible to participate in any of the following virtual instruction options:

- School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs;
- Full-time virtual charter school instruction authorized under s. 1002.33 to students within the school district or to students in other school districts throughout the state;
- Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state;
- Florida Virtual School instructional services.

Methods to Enroll

Students may apply to for participation in the GC-VIP through using one of the following methods:

- 1) Parents/Guardians may obtain and submit an application or request to the district's Parent and Community Involvement Office at (850) 627-9651 x 1252;
or
- 2) Applications may be submitted online via a web-based application on the district's homepage.

Three enrollment periods will be offered throughout the academic year. Though the specific dates for the periods vary based on the start dates of the school year, the enrollment will be at least 90 days in duration and conclude 30 days prior to the first day of school/term per F.S. 1002.455.

Application Process

1. Application/Letter of Intent submission by Parents/Guardians (see Appendix B).
2. Letters of eligibility or ineligibility distributed.
3. Parents/Guardians must submit registration packets and participate in an online education orientation (see Appendix C).
4. Students are enrolled.

Gadsden County's Virtual Education Team (VET)

Coordinators

The primary points of contact and overseers of GC-VIP are the Instructional Media and Technology Department and a designee from the Deputy Superintendent's Office with Curriculum experience. In addition to the district level points of contact, each school offering on-line courses will be required to designate at least one site-based support person with curriculum experience. In most cases, the site level point of contact will be the Assistant Principal for Curriculum (APC). However, in cases where there is no APC, a guidance counselor(s) or other teacher leader(s) will be assigned the task by the leader of the school.

Parent & Community Notification

Parents and members of the community will be notified of both the virtual education options and dates for open enrollment through use of the multiple marketing campaigns via varied modes of communication. The following highlights the major strategies that will be implemented to distribute information regarding GC-VIP:

GC-VIP Web-based portal

The GC-VIP web-based portal serves a clearinghouse of resources and tools offering information, forms, and registration materials will be readily accessible.

Telephone Announcements

GCPS will utilize the Skylert Communication system as a means to directly contact parents and families throughout the county. Skylert enables the district to disseminate critical, timely information regarding the GC-VIP to all stakeholders and the system enables the VET to accurately verify receipt of the information. Telephone announcements will include the dates of enrollment periods.

Media (Print & Audiovisual)

The district will make direct contact with parents and families through use of mailers, flyers, direct phone calls, and/or postcards marketing the GC-VIP as well as advising potential registrants of critical enrollment dates and criteria for eligibility. In addition, all schools shall be required to display posters and flyers related to virtual education.

Attendance Requirements & Recording

Compulsory Attendance Requirements

- All student enrolled in GC-VIP are mandated to adhere to the compulsory attendance requirements mandated by the state of Florida and prescribed by the GCPS Student Code of Conduct. Florida law requires each parent/guardian of a child from age six (6) to sixteen (16) years to be responsible for the child's school attendance. Regular attendance is the actual attendance of a pupil during the school day as defined by law and regulations of the state board. A student is considered "truant" when he/she is not in attendance without approval of the principal and/or consent of the parent/guardian. School-based interventions will occur for all truant students. A student is considered a "habitual truant" when he/she has 21 unexcused absences within 90 calendar days. Minors who fail to satisfy attendance requirements are ineligible for driving privileges (s. 322.091, F.S.)

Attendance Recording Expectations

All providers will be required to consistently record and maintain reports regarding student attendance, potential truancy issues, and/or chronic absenteeism so that early, proactive intervention measures can be assumed to support the student.

Attendance Audits

During each 9-week period of the school year, the VIP providers shall provide attendance documents and documentation as part of an attendance audit. This audit will require that all virtual education instructors provide a list of students that have missed a substantial amount of instruction time and/or have made little progress in terms of course completion. The student and his/her family will be asked to work with district and/or site level personnel, along with the support of the virtual educator, to develop an action plan resolve the issue(s).

Student Progression

The district's student progression plan (see Appendix D) establishes the procedures/requirements with regard to students progressing from one grade to another. Requirements related to student progression, including retention, promotion, and grade assignment, are the same for school district VIP students as they are for other students enrolled in the district.

Accessibility for All Students

Students with disabilities are not restricted from participation in the virtual program. Current Individual Education Plans (IEP) of student applicants who meet the entrance criteria will be evaluated on an individual basis in order to determine the appropriateness of the virtual education option. Parents must be part of the IEP review process. Per Florida Department of Education guidelines, district virtual schools are choice options and are not required to fundamentally alter their instructional programs to meet the needs of every student with a disability.

Quality Control

Contractual Agreements

Only VIP providers approved by the Florida Department of Education (FDOE) will be considered for contracts with the GCPS. All contractual agreements will clearly address the following provisions: a) student/teacher ratio, b) data quality requirements, c) security controls, and d) quality of instruction. (See Appendix H)

Programs Under Consideration for Adoption (Review Process)

The district's VET will conduct an annual review of all virtual offerings and make adjustments in course offerings, vendors/providers, and district-wide implementation framework as warranted. This process will be initiated the January prior to the implementation year. Through use of the provider qualifications outlined in the Florida Education Statute 1002.45(2)(3), the district will meticulously vet each potential vendor. Following the vetting process, a vendor will be selected and the contract negotiation process will begin. The district will use the contract template provided by the FLDOE as the model for all Virtual Education contractual agreements. Contracts should be finalized by late spring/early summer prior to the year of implementation.

Program Evaluation (Quality & Services)

The currently adopted Virtual Education program and processes will be evaluated semi-annually to ensure adherence to current statutory provisions and assess how well the program is working to meet the needs of the learning community. The program evaluation process, which will be spearheaded by the Virtual Education Team (VET), will consist of acquiring and analyzing both qualitative and quantitative data and correlating the data with the goals and objectives for the program as defined by the district's VET. While program evaluation will be systematic and on-going, it is imperative to note that a meticulous analysis will be conducted at the close of the academic year. (See Appendix E)

Background Checks & Screenings

Prior to the beginning of each semester, the district will acquire and analyze all documents and/or records related to background checks, security screenings, and licensing information for any individual that will be in contact with students. Personnel will not have access to students and/or student data until he/she has been cleared by the district's Human Resources office in accordance to F.S. 1012.32.

Materials & Resources

Within the first 20 days of each school term, the district will verify receipt of instructional materials and resources. Each family enrolled in Gadsden County's Virtual Education Program will be contacted directly and required to complete and submit the district's verification (See Appendix G) form through one of the following methods:

- Email
- Postal Mail, or
- online submission

State Requirements for Virtual Education

Each virtual instruction program under this section must:

- (a) Align virtual course curriculum and course content to the Sunshine State Standards under F. S. 1003.41;
- (b) Offer instruction that is designed to enable a student to gain proficiency in each virtually delivered course of study;
- (c) Provide each student enrolled in the program with all the necessary instructional materials.
- (d) Provide each full-time student enrolled in the program who qualifies for free or reduced-price school lunches under the National School Lunch Act, or who is on the direct certification list, and who does not have a computer or Internet access in his or her home with:
 - a. All equipment necessary for participants in the virtual instruction program, including, but not limited to, a computer, computer monitor, and printer, if a printer is necessary to participate in the program; and
 - b. Internet services necessary for online delivery of instruction.
- (e) Not require tuition or student registration fees.

STUDENT ELIGIBILITY — A student may enroll in a virtual instruction program provided by the school district or by a virtual charter school operated in the district in which he or she resides if the student meets eligibility requirements for virtual instruction pursuant to F.S. 1002.455.

**For Additional Information Please See
The Gadsden County VIP Timeline/Action Plan
(See Appendix F)**

APPENDIX A
Virtual Instruction Program
Criteria and Eligibility Chart

CRITERIA VERIFICATION
<p>Students who enroll in some of the virtual options must meet at least one of the criteria specified in s.1002.455, F.S.</p> <p>(1) School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. <u>1002.45(1)(b)</u>.</p> <p>(2) Full-time virtual charter school instruction authorized under s. <u>1002.33</u> to students within the school district or to students in other school districts throughout the state pursuant to s.<u>1002.31</u>.</p> <p>(3) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. <u>1003.498</u>.</p> <p>(4) Florida Virtual School instructional services authorized under s. <u>1002.37</u>.</p>
<p>Student eligibility is determined by either reviewing the student’s previous year enrollment history with the district or, for those students who have transferred from another district, using the Student Locator function available from the department. Specific instructions for using the Student Locator function are available by either contacting a district’s management information system staff or the department’s Office of Education Information and Accountability Services (ASKEIAS@fldoe.org).</p>
<p>Siblings are eligible if their brother or sister is currently enrolled in a full-time public virtual school and was also enrolled at the end of the previous year. Districts may use paperwork normally gathered at registration/enrollment, such as a birth certificate or adoption papers to determine sibling eligibility.</p>
<p>A review of transfer orders will satisfy the verification requirement for dependent children of members of the United States Armed Forces.</p>
<p>Section 1002.20 (18) (a), F.S., states students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities. In addition, section 1006.15 (5) (b), F.S., states “any organization or entity that regulates or governs extracurricular activities of public schools... shall not discriminate against any eligible student based on an educational choice of public, private, or home education.”</p>

APPENDIX B

The School Board of Gadsden County

ROGER P. MILTON
SUPERINTENDENT OF SCHOOLS



"Putting Children First"

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

TO: Superintendent of Schools

RE: Notice of Intent to Establish and Maintain a Home Education or Virtual Instruction Program

This letter is to inform you of our intent to establish and maintain a home education program for our child(ren), according to Florida Statutes 1002.41.

Please Print

Child Name	Date of Birth	Current School/Grade Level <i>(Optional)</i>

Parent's Name *(please print)* _____

Home Address, City/Zip Code *(please print)* _____

Phone Number _____ Second Phone Number _____

Reason for Virtual Instruction or Home School Program *(Optional)*

Parent's Signature _____ Date _____

Mail, bring or fax to:

Superintendent of Schools
Gadsden County Schools
35 Martin Luther King Jr. Blvd.
Quincy, FL 32351 FAX: 850-627-7594

AUDREY LEWIS
DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL 32343

STEVE SCOTT
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

ISAAC SIMMONS, JR.
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

CHARLIE D. FROST
DISTRICT NO. 4
GRETNA, FL 32332
QUINCY, FL 32352

TYRONE D. SMITH
DISTRICT NO. 5
QUINCY, FL 32353

APPENDIX C

The School Board of Gadsden County

ROGER P. MILTON
SUPERINTENDENT OF SCHOOLS



“Putting Children First”

35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FL 32351
TEL: (850) 627-9651
FAX: (850) 627-2760
<http://www.gcps.k12.fl>

VIRTUAL INSTRUCTION REGISTRATION and ORIENTATION FORM

TO: Superintendent of Schools

RE: Registration and Parent Orientation for Home Education or Virtual Instruction Program

This letter is to inform you of our intent to provide registration materials to the district for virtual or home instruction; participate in an online orientation for the virtual instruction; and our commitment to maintain a quality virtual program for our child(ren), according to Florida Statutes 1002.41.

Parent’s Name *(please print)* _____
Home Address, City/Zip Code *(please print)* _____
Phone Number _____ Second Phone Number _____
Reason for Virtual Instruction*(Optional)* _____

Parent’s Signature _____ Date _____

SEX: Female Male
RACE: White/Non-Hispanic Black, Non Hispanic Asian/Pacific Islander American Indian or Alaska Native Multiracial/Other
ARE YOU HISPANIC or LATINO: Yes No
Hispanic or Latino – A person of Cuban, Mexican, South or Central American, or other Spanish culture or origin regardless of race

Please Print

Child Name	Date of Birth	Current School/Grade Level (Optional)

Required Attachment: Birth Certificate / Driver License

Mail to:
Superintendent of Schools
Gadsden County Schools
35 Martin Luther King Jr. Blvd.
Quincy, FL 32351
FAX: 850-627-7594

AUDREY LEWIS
DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL 32343

STEVE SCOTT
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

ISAAC SIMMONS, JR.
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GREENSBORO, FL 32330

CHARLIE D. FROST
DISTRICT NO. 4
GRETNA, FL 32332
QUINCY, FL 32352

TYRONE D. SMITH
DISTRICT NO. 5
QUINCY, FL 32353

APPENDIX D

Student Progression Plan

Available at: www.gcps.k12.fl.us

(type keywords 'student progression plan' into search box at top right of page)

Revised annually

APPENDIX E
Gadsden County’s Virtual Education Review Tool

Program Name: _____ Date of Review: _____

Submitted by:	Reviewed by:
Decision Recommended:	Decision Made:
Rationale:	Rationale:

Directions:

For each standard please review the relevant information or materials in the course and determine if the standard is not in place, is developing, is developed with inconsistent implementation and fidelity, or is developed and implemented with fidelity. Place a check mark in the appropriate location. Please use the following guidelines to make these determinations:

The Virtual Learning Program Rubric includes examples that convey one component of a fully met standard. These examples are meant to serve as a model for what the scale looks like in action and to assist you in your review; however, they are not exhaustive or mandatory for each standard.

A Virtual Learning Program Standard consists of all or a combination of certain characteristics, a process for implementation, a process for assessing the fidelity of implementation, and alignment or integration with other efforts.

Scale:

Fully Met – All characteristics of the standard are developed. A process to implement is in place. Implementation is done consistently and with fidelity across the system.

Partially Met – Characteristics of the standard are developed. A process to implement is developed. Implementation is not done consistently or with fidelity across the system.

Developing – Characteristics of the standard are being developed. A process to implement is being developed.

Beginning – There is little or no development of the standard and little or no implementation of the standard.

Please use the Evidence, Notes, Comments section to indicate why a particular score was given, to provide brief suggestions for improvement (if necessary), or to include a description of why something was particularly well done. It is strongly recommended that you explain how you scored standards with multiple variables (e.g., The course content comprehensively and rigorously addresses identified course objectives).

Gadsden County’s Virtual Education Review Tool

1. Program Design: This domain reflects the Virtual Learning Program’s mission and goals and addresses the accessibility and understanding of these to relevant stakeholders, including students, parents, and community members.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 1.1: The Virtual Learning Program mission statement reflects the importance of virtual learning and is informed by K12 research and best practices	A mission statement has been developed that reflects the importance of virtual learning and the desired program impacts. It is informed by K12 virtual learning research and/or practices.	A mission statement has been developed that reflects the importance of virtual learning and the desired program impacts. It is not informed by K12 virtual learning research and/or practices.	A mission statement is being developed that reflects the importance of virtual learning. It is not informed by K12 virtual learning research and/or practices.	No mission statement has been developed.	
<i>Evidence, Notes, Comments</i>					
Standard 1.2: The Virtual Learning Program goals and objectives are clearly defined, specific, measurable, achievable, results focused, and time bound.	Virtual learning goals and objectives have been developed that reflect the program’s mission. Goals and objectives are specific, measurable, achievable, results focused, and time bound.	Virtual learning goals and objectives have been developed that reflect the program’s mission. Goals and objectives are not specific, measurable, achievable, results focused, or time bound.	Virtual learning goals and objectives are being developed that reflect the program’s mission.	Virtual learning goals and objectives have not been developed.	
<i>Evidence, Notes, Comments</i>					
Standard 1.3: Consistent efforts are made to communicate the program mission, goals, and objectives to all stakeholders.	Information about the program mission, goals, and objectives is consistently communicated through the use of multiple methods. A plan exists and is being implemented to measure stakeholder understanding and to continuously improve communication efforts.	Information about the program mission, goals, and objectives has been communicated through the use of multiple methods. A plan has been developed for measuring stakeholder understanding.	Information about the program mission, goals, and objectives has been communicated through some other methods. No plan has been developed for measuring stakeholder understanding.	The Virtual Learning Program mission, goals, and objectives have not been communicated to stakeholders.	
<i>Evidence, Notes, Comments</i>					
Standard 1.4: The Virtual Learning Program goals encourage the development of strong working relationships with the broader community to support students’ academic progress and social and emotional well-being.	The Virtual Learning Program has goals to engage the broader community in support of students’ academic progress and social and emotional well-being. Partnerships have been developed, are active, and are continually assessed to ensure desired outcomes are achieved.	The Virtual Learning Program has goals that reflect the need to develop working relationships with the broader community to support students’ academic progress and social and emotional well-being. These goals have been communicated to a variety of stakeholders.	The Virtual Learning Program is developing goals that reflect the need to develop working relationships with the broader community to support students’ academic progress and social and emotional well-being.	The Virtual Learning Program goals do not reflect the need to develop working relationships with the broader community to support students’ academic progress and emotional well-being.	
<i>Evidence, Notes, Comments</i>					
Standard 1.5: The Virtual Learning Program goals include developing strong working relationships with	The Virtual Learning Program includes goals to work with the broader community to continually increase access for all	The Virtual Learning Program includes goals to work with the broader	The Virtual Learning Program is developing goals to include the	The Virtual learning Program goals do not include working with the	

1. Program Design: This domain reflects the Virtual Learning Program’s mission and goals and addresses the accessibility and understanding of these to relevant stakeholders, including students, parents, and community members.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
the broader community to support access for all students.	students. It frequently measures access to ensure all students have equitable opportunities.	community to continually increase access for all students.	broader community to increase access for some students.	broader community to increase access for students.	
<i>Evidence, Notes, Comments</i>					

2. Curriculum/Instruction: This domain reflects the design and rigor of the Virtual Learning Program curriculum as well as the fidelity of its implementation.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 2.1: Virtual Learning Program curriculum is aligned to state/district standards and performance goals.	The Virtual Learning Program curriculum has been aligned to the state/district standards and contains clearly stated performance goals. There is a process to continually assess alignment across all standards and grades.	The Virtual Learning Program curriculum has been aligned to the state/district standards and contains clearly stated performance goals. There is no process to continually assess alignment across all standards and grades.	A plan is being developed to align the Virtual Learning Program curriculum to the state/district standards and performance goals.	Virtual learning Program curriculum is not aligned to state/district standards and is not mapped to performance goals.	
<i>Evidence, Notes, Comments</i>					
Standard 2.2: The implementation of the Virtual Learning Program curriculum is monitored for quality and fidelity.	A plan has been developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity. The monitoring process is implemented with consistency and fidelity. There is a process for reflecting on and using feedback from monitoring for ongoing curriculum and instructional enhancement.	A plan has been developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity. The monitoring process is being implemented but not consistently or with fidelity.	A plan is being developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity.	There is no plan developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity.	
<i>Evidence, Notes, Comments</i>					
Standard 2.3: Virtual Learning Program curriculum is organized (i.e., clear, coherent, and aligned vertically between grades and horizontally across subjects on the same grade level) and rigorous (i.e., embeds critical thinking, problem solving, analysis, integration, creativity, and collaboration and provides guidance for differentiation according to student abilities).	The Virtual Learning Program curriculum has a detailed plan, has clear conceptual organization, and adheres to standards, which provide for deeper learning opportunities that challenge and engage students.	The Virtual Learning Program curriculum shows evidence of planning and has clear conceptual organization. However, it does not adhere to standards and/or lacks in deeper learning opportunities.	A plan is in place to strengthen both the organization and rigor of the Virtual Learning Program curriculum.	The Virtual learning Program curriculum is neither organized nor rigorous.	
<i>Evidence, Notes, Comments</i>					
Standard 2.4: Virtual Learning Program curriculum and assessments are competency based (i.e., students progress as they demonstrate mastery).	Virtual learning Program curriculum is aligned to a competency-based learning approach and includes competency-based assessments that allow students to demonstrate mastery.	Virtual Learning Program curriculum is aligned to a competency-based learning approach but does not include competency-based assessments that allow students to demonstrate mastery.	There is a process in place to ensure the Virtual Learning Program curriculum and assessments are aligned to a competency-based learning approach.	Virtual learning Program curriculum and assessments are not aligned to a competency-based learning approach.	
<i>Evidence, Notes, Comments</i>					

2. Curriculum/Instruction: This domain reflects the design and rigor of the Virtual Learning Program curriculum as well as the fidelity of its implementation.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 2.5: Virtual Learning Program instruction reflects pedagogical preparation (i.e., coursework and/or training/practice designed to prepare instructors) toward college and career readiness.	The design of the Virtual Learning Program instruction incorporates and models current college and career readiness standards, and the instruction is being implemented with consistency and fidelity.	The design of the Virtual Learning Program instruction incorporates and models current college and career readiness standards. The instruction is not being implemented with consistency or fidelity.	There is a plan to ensure the design and implementation of the Virtual Learning Program instruction incorporates and models current college and career readiness standards.	The design and implementation of the Virtual learning Program instruction does not incorporate or model current college and career readiness standards.	
<i>Evidence, Notes, Comments</i>					
Standard 2.6: Virtual Learning Program curriculum includes objectives that require interactive collaboration between students to students and students to teachers.	The curriculum includes objectives that require high levels of interactive collaboration between students to students and students to teachers and is being implemented consistently with fidelity.	The curriculum includes objectives that require high levels of interactive collaboration between students to students and students to teachers. It is not being implemented consistently or with fidelity.	A plan is being developed to ensure the curriculum consistently reflects objectives that require high levels of interactive collaboration between students to students and students to teachers.	The curriculum does not include objectives that require high levels of interactive collaboration between students to students and students to teachers.	
<i>Evidence, Notes, Comments</i>					
Standard 2.7: The Virtual Learning Program reflects instructional methods that support personalized learning (i.e., learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students).	Virtual Learning Program instructional methods support personalized learning for all students and are being implemented with fidelity.	Virtual learning Program instructional methods support personalized learning for all students but are not being implemented with fidelity.	Virtual Learning Program instructional methods are being developed to support personalized learning for all students.	The Virtual Learning Program does not reflect instructional methods that support personalized learning for all students.	
<i>Evidence, Notes, Comments</i>					

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 3.1: The Virtual Learning Program has all the educational materials needed to be successful in a virtual learning environment.	Program has all the materials needed to be successful in a virtual environment, including hardware, software, internet, manipulatives, textbooks, etc. These materials are accessible to all essential stakeholders.	Program has all the materials needed to be successful in a virtual environment, including hardware, software, internet, manipulatives, textbooks, etc. These materials are accessible to most, but not all, essential stakeholders. Plans are developed to reach full accessibility for all essential stakeholders.	All materials needed to be successful in a virtual environment are in the process of being acquired. Plans to make these materials available to all essential stakeholders are being developed.	Materials needed to be successful in a virtual environment are being identified and acquired. No plan has been developed to make these materials available to all essential stakeholders.	
<i>Evidence, Notes, Comments</i>					
Standard 3.2: The Virtual Learning Program provides opportunities for training regarding program methodologies and the proper use of the learning management system.	Administrators, teachers, staff, students, parents, and other stakeholders have access to training regarding Virtual Learning Program methodologies and the proper use of the learning management system. All essential stakeholders are using the training consistently.	Administrators, teachers, staff, students, parents, and other stakeholders have access to training regarding Virtual Learning Program methodologies and the proper use of the learning management system. All essential stakeholders are using the training, but not consistently.	A plan is being developed to train stakeholders regarding Virtual Learning Program methodologies and the proper use of the learning management system.	The Virtual Learning Program has little to no evidence of access to training for stakeholders regarding program methodologies and the proper use of the learning management system.	
<i>Evidence, Notes, Comments</i>					
Standard 3.3: Staff and students have reliable access to resources and support for learning.	Staff and students have access with 90 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with 80 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with 50 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with less than 50 percent reliability to support hardware, software, and human resources for the Virtual Learning Program.	
<i>Evidence, Notes, Comments</i>					
Standard 3.4: The governance system (i.e., the distribution of power among levels of government and roles of various officials, administrators, teachers, parents, and students) provides stewardship and oversight of the Virtual Learning Program.	There is a governance system to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team have been developed. The governance system is enacted with consistency and fidelity.	There is a governance system to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team have been developed. The governance system is enacted but without consistency and fidelity.	There is a governance system being developed to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team are being developed.	There is no governance system to ensure the success and sustainability of the Virtual Learning Program.	
<i>Evidence, Notes, Comments</i>					

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 3.5: The governance system for the Virtual Learning Program has established an effective process for decision making and communication.	The governance system has clear and well-understood processes for decision making and communication. The processes are implemented with consistency.	The governance system has clear and well-understood processes for decision making and communication. The processes are implemented but without consistency.	The governance system is developing or clarifying processes for decision making and/or communication.	The governance system has no clear processes for decision making and/or communication.	
<i>Evidence, Notes, Comments</i>					
Standard 3.6: The governance system for the Virtual Learning Program includes a process to approve and update policies related to virtual learning.	A plan has been developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations. The implementation of this plan is consistent, and revisions are made as needed.	A plan has been developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations. The implementation of this plan is inconsistent.	A plan is being developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations.	There is no plan developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations.	
<i>Evidence, Notes, Comments</i>					
Standard 3.7: The governance system for the Virtual Learning Program addresses evaluation of instructional quality and program delivery using clear policies, measures, and procedures.	The governance system has developed an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures. The evaluation plan is being implemented with consistency and fidelity. Feedback is used to guide program and instructional enhancements.	The governance system has developed an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures. The evaluation plan is being implemented but without consistency and fidelity.	The governance system is developing an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures.	The governance system has no evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures.	
<i>Evidence, Notes, Comments</i>					
Standard 3.8: The Virtual Learning Program provides opportunities for educators to reflect on the implementation of the program, curriculum, instructional practices, and student results.	A mechanism has been developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results. The reflection process is effective and informs changes as needed.	A mechanism has been developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results. The reflection process requires enhancement (e.g., more frequency, more substance, greater participation).	A mechanism is being developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results.	A mechanism has not been developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results.	
<i>Evidence, Notes, Comments</i>					
Standard 3.9: The Virtual Learning Program has staffing and supervision plans that define and	A plan has been developed to address staffing and supervision of the Virtual Learning Program. Staffing and supervision	A plan has been developed to address staffing and supervision of the Virtual Learning Program. There is no	A plan is being developed to address staffing and supervision of the Virtual Learning Program.	A plan has not been developed to address staffing and supervision of the Virtual Learning Program.	

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
delineate roles and responsibilities among leaders, faculty, staff, and other stakeholders.	are consistently reviewed, and inefficiencies are mitigated as needed.	process for reviewing inefficiencies in staffing/supervision and/or mitigating these on an ongoing basis.			
<i>Evidence, Notes, Comments</i>					
Standard 3.10: The Virtual Learning Program has monitoring and evaluation plans in place to ensure that all essential stakeholders have the knowledge and skills to participate in and implement the program with fidelity.	A plan has been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed. The plan is being implemented with consistency and fidelity.	A plan has been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed. The plan is being implemented but not with consistency and fidelity.	A plan is being developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed.	A plan has not been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed.	
<i>Evidence, Notes, Comments</i>					
Standard 3.11: The governing system for the Virtual Learning Program includes essential stakeholders.	A plan has been developed to form a governing system for the Virtual Learning Program that includes essential stakeholders. All essential stakeholders are represented.	A plan has been developed to form a governing system for the Virtual Learning Program that includes essential stakeholders. Outreach and recruitment is ongoing to form this governing system. Not all essential stakeholders are yet represented.	A plan is being developed to form a governing system for the Virtual learning Program that includes essential stakeholders.	There is no governing system for the Virtual Learning Program that includes essential stakeholders.	
<i>Evidence, Notes, Comments</i>					

APPENDIX F
Gadsden County's Virtual Instruction Procedural Plan

Task	Timeframe	Evidence, Artifacts, and/or Documentation	Persons Responsible
Development of the Gadsden County School's Virtual Education Team (VET).	Late Summer/Early Fall (prior to implementation)	<ul style="list-style-type: none"> - Team rosters - Sign in Sheets - Agenda, notes, and minutes from meetings 	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.
Decision making regarding the option and/or framework to be used for Virtual Education for the upcoming school year. And, develop, collaboratively, a draft calendar for virtual instruction.	Late Summer/Early Fall (prior to implementation)	<ul style="list-style-type: none"> - Sign in sheets - Agendas, notes, and minutes from meetings - Calendar outlining enrollment dates as well as critical points within the year such as completion dates and deadlines for submitting grades to the district office 	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (Finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.
Launch the content review/vetting process for prospective Virtual Instruction Providers for the next school. Potential vendors will be selected from the FLDOE's list of approved providers.	January-March preceding the academic year of implementation Contracts must include: student-teacher ratios; data quality requirements; minimum required security controls, and provider compliance with contract terms or quality of instruction.	<ul style="list-style-type: none"> - Team rosters - Agendas, notes, and minutes from meetings - Rubrics and other paperwork associated with analyzing the curricula and quality of service 	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (Finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.
Selection of program(s), acquisition of quotes and/or cost analyses, and drafting of contract(s).	March-May	<ul style="list-style-type: none"> - Cost Analyses - Budgets - Quotes - Contracts 	The Director of Media and a designee from the Deputy Superintendent's Office.
Submission of contract to the School Board for approval.	June of the summer prior to the year of implementation	<ul style="list-style-type: none"> - School Board approval (notes/minutes) 	Designee from the Deputy Superintendent's Office.
Development of advertisement in various formats and/or mediums to notify parents, families, and the community of the option of virtual education and open enrollment periods for Virtual Education.		<ul style="list-style-type: none"> - Gadsden County's Virtual Education Portal (web-based) - Post cards distributed to all students registered in GCPS (preK-12) - Flyers and postings to be displayed in every school's office and guidance department 	Media and Technology
Distribution of media both digital and print notifying parents, families, and community members of the Virtual School options and advising them of the open enrollment periods.	No later than March 1 st for Summer Open Enrollment No later than May 1 st for Fall Open Enrollment No later than October 1 st for Spring Open Enrollment	<ul style="list-style-type: none"> - Gadsden County's Virtual Education Portal (web-based) - Instant messages (via Lan, mobile, and email) through use of the district's home-to-school communication tool - Postal Receipts - Mailing Lists 	Media and Technology; site-based administrators and guidance counselors; designee from Deputy Superintendent's Office <i>NOTE: Skylert notification must be 90 days before the open enrollment date and must include the enrollment dates.</i>

Task	Timeframe	Evidence, Artifacts, and/or Documentation	Persons Responsible
	<i>(per F.S. 1004.25(1)(b) – 90 days before open enrollment dates)</i>	<ul style="list-style-type: none"> - Flyers and postings to be displayed in every school’s office and guidance department 	
Initiate the enrollment process.	Varies based on enrollment period(s) – but it will be 90+ days ending 30 days prior to the first day of the school year (per Section 1002.45 F.S.)	<ul style="list-style-type: none"> - Enrollment documents - Course schedule 	Site-based guidance counselors and administrators for curriculum
Verify students’ receipt of instructional materials, tools and equipment, including internet access.	Varies based on enrollment period. However, all verifications will be completed prior to the commencement of the first day of the course(s).	<ul style="list-style-type: none"> - Verification records from the VIP 	Designee from Deputy Superintendent’s Office
Attendance Audits	Every 9 weeks	<ul style="list-style-type: none"> - Attendance records - Early Warning Systems (EWS) data 	Designee from Deputy Superintendent’s Office Curriculum and Instruction
Program Evaluation	Ongoing A comprehensive summative analysis will take place at the close of each academic year.	<ul style="list-style-type: none"> - Sign in sheets - Agendas, minutes, notes, etc. - Evaluation analyses paperwork (See Appendix D) 	The district’s Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (Finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent’s Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.

APPENDIX G
Gadsden County Public Schools Virtual Instruction Program
Acknowledgement/Verification of Materials Received

Parent/Guardian's Name	
Street Address	
City, State, and Zip Code	
Telephone Number	
Email Address	

I _____ (*Print Name-Parent/Guardian*), hereby acknowledge that I received all of the materials listed on the attached page and further acknowledge that the merchandise has been inspected and is without defect.

Virtual Providers Name (*Print*) _____

Parent/Guardian's Signature: _____

Student Name: _____

Date: _____

Important Note: Please submit this document and copies of the packing slips to the Gadsden County School Board within ten (10) business days of delivery of the materials and resources. Thank you in advance for your cooperation and assistance.

Ensure you have included the following documents:

- Packing Documents
- Acknowledgement/Verification Form Fully Completed

Please send the above documents via:

Postal Mail:

Gadsden County School Board
 Attention: Cheryl Ellison
 35 Martin Luther King Jr. Blvd.
 Quincy, FL 32351

Fax:

(850) 627-3530

Or, email:

ellisonc@gcpsmail.com

APPENDIX H

AVERAGE STUDENT TEACHER RATIOS AND TEACHER LOADS

FUEL/K12 takes into account the needs of the individual students, families, schools, and teachers in assigning teacher loads. An average teacher load for elementary grades K-3 full-time core courses is 65; grades K-3 part-time core courses (0.5 teacher) is 35; average teacher load for K-3 full time electives is 250, and K-3 part time (.5) electives is 125. For the grade level band of 4-8 the average teacher load is calculated taking into consideration the 4-5th grade average teacher load and the 6-8th grade average teacher load. The grades 4-5 average teacher load mirrors the grades K-3 average teacher load, and the grades 6-8 average teacher load mirrors the grades 9-12 average teacher load. As such, the average teacher load for grades 4-8 full-time core courses is 132; grades 4-8 part-time core courses (0.5 teacher) is 67; average teacher load for grades 4-8 full time electives load is 250, and grades 4-8 part time (.5) electives is 125. An average teacher load for grades 9-12 full time core courses is 200; grades 9-12 part-time core courses (0.5 teacher) is 100; average grades 9-12 full time electives load is 250, and grades 9-12 part time (.5) electives is 125.

Students in the online environment are not divided up into class periods, and as such student-teacher ratios in this environment are complex to calculate. Teachers most often work with students in a 1:1 ratio to review course content, provide individualized feedback or deliver instructional support. Teachers *may* also work in small groups with students in a 5:1 or 10:1 or 25:1 setting for support or direct instruction. Other interactions or class meetings can be up to 200:1 if the full class is invited to a synchronous session. The student teacher ratio is fluid based on the nature of the student-teacher interaction. Using the average teacher loads, and considering a typical brick and mortar school day of 6 periods for grades 6-12 and electives (with grades K-3 not divided into class periods), the average student-teacher ratios can be calculated as follows: grades K-3 full time core courses 65:1; grades K-3 part time core courses 35:1; grades K-3 full time electives 42:1; grades K-3 part time electives 21:1; grades 4-8 full time core 22:1; grades 4-8 part time core 11:1; grades 4-8 full time electives 42:1; grades 4-8 part time electives 21:1; grades 9-12 full time core 33:1; grades 9-12 part time core 17:1; grades 9-12 full time electives 42:1; and grades 9-12 part time electives 21:1.

Edgenuity complies with Gadsden County School District's standard policy that is aligned with the state's average student teacher ratios and teacher loads.

PAEC an average ratio for grades K-3 full time is 0:1, grades K-3 part-time (0.5 teacher) is 0:1, 4-8 grade full-time is 18:1, 4/8 grade part-time (0.5 teacher) is 18:1. An average ratio for grades 9-12 full-time is 18:1, 9-12 grades part-time (0.5 teacher) is 18:1.

Data Quality Requirements/Reporting:

The Gadsden school district will monitor compliance with data requirements at the end of each semester. The dates are as follows:

First Semester Ends: December 21, 2018

Second Semester Ends: May 31, 2019

Minimum Required Security Controls:

Virtual Instructional Provider will implement, maintain, and use appropriate administrative, technical, or physical security measures to the full extent required by Title 20, Section 1232g, United State Code, The Family Educational Right and Privacy Act (FERPA), in order to maintain the confidentiality of student/education records. All providers has secured clearinghouses that is password protected and allows the VIP district Liaison to retrieve confidential information anytime needed.

Provider compliance with contract terms or quality of instruction:

A VIP district Liaison acts for the district in all matters pertaining to their contract, including but not limited to monitoring compliance with contract terms and quality of virtual instruction pursuant to State and Client policy, and to accept and approve all deliverables and invoices.

Accepts standard publications of the Virtual Instructional Provider for all compliance and documentation purposes (**i.e., program guide for information and data about the curriculum, student handbook for school policies and procedures and hours of personnel availability, state reporting for certification status and physical location of personnel, monthly school report for student-teacher ratios, teacher load limits, state data submissions and state report cards for completion, promotion, and other accountability outcomes**). *The following are links to VIP Provider's Disclosure Website:*

Florida Virtual School (<https://www.flvs.net/>)

K-12 Fuel Education (<http://www.k12.com/>)

PAEC FLVS Franchise (<http://my.paec.org/>)

Edgenuity (www.edgenuity.com)

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10c

DATE OF SCHOOL BOARD MEETING: July 24, 2018

TITLE OF AGENDA ITEM: Approval of 2018-2019 Code of Student Conduct

DIVISION:

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


PURPOSE AND SUMMARY OF ITEM:

Approval is requested for the revision of the 2018-2019 Code of Student Conduct as required by School Board Policy 5500.

NOTE: The Code of Student Conduct will be an electronic version on the School Board's website.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY:  Bruce James

POSITION: Safety and Security Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

Gadsden County Public Schools

2018-2019

STUDENT CODE OF CONDUCT



"Putting Children First"

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SUPERINTENDENT OF SCHOOLS
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QUINCY, FLORIDA 32351
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Board Approved
00/00/0000

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GRETNA, FL 32332
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TYRONE D. SMITH
DISTRICT NO. 5
QUINCY, FL 32353

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

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THE SCHOOL BOARD OF GADSDEN COUNTY

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Roger P. Milton
Superintendent
miltonr@gcpsmail.com

"Putting Children First"

SUPERINTENDENT'S MESSAGE

In order for the Gadsden County School District to perform effectively, it must operate within a system of rules. These rules are written in the Code of Student Conduct to ensure a safe learning environment for the students who attend our schools. We know that there are many factors that contribute to discipline problems in a school; consequently, schools have the responsibility to encourage, promote, and maintain effective disciplinary practices.

The contents of this document apply to all students in grades Pre-k -12, unless otherwise stated. The information contained in the Code of Student Conduct is written specifically to ensure that each student associated with school activities has positive experiences in a safe learning environment.

This document will explain the rules of the Gadsden County School District, student rights and student responsibilities, disciplinary actions, and the disposition of school records. While this document does not contain the exact Florida Statutes referenced herein, a copy of those statutes can be obtained from the district office at 35 Martin Luther King, Jr. Boulevard in Quincy upon request or viewed on the State of Florida website at <http://www.flsenate.gov/statutes>.

The administrators and school personnel will continue to promote and maintain the kind of leadership that will foster a healthy dose of intervention, prevention, and the encouragement to discontinue those behaviors that are not acceptable to a safe learning environment. As we continue to find ways to make all of our schools safer, we realize that consequences for inappropriate behavior must be fair, consistent, and comply with policies as conflicts are resolved and undesirable behavior is modified.

Please read and thoroughly discuss this document with your child. Help us maintain the safe school status which we all desire throughout our district. We want to ensure that each student will have positive experiences in a safe, nurturing learning environment.

Respectfully yours,

Roger P. Milton

Superintendent of Schools

RPM:jb

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JURISDICTION OF THE SCHOOL BOARD

The Code of Student Conduct and the Positive Student Management Discipline Plan were adopted by the Gadsden County School Board and are compatible with the Florida State legislative codes. Subject to law and rules and regulations of the State Board of Education of the State of Florida, each student enrolled in a school shall, during the time he/she is being transported to or from school at public expense, during the time he/she is attending school, including the time during which he/she is proceeding from one school center to another during the school day, and during the time he/she is on the premises of any publicly supported school in this district, be under the control and direction of the principal or teacher in charge of the school, and under the immediate control and direction of the teacher or other member of the instructional staff or the bus driver to whom such responsibility may be assigned by the principal; and each such student shall, during the time he/she is otherwise en route to or from school at public expense, or is presumed by law to be attending school, be under the control and direction of the principal or teacher in charge of the school where he/she is enrolled.

DISCRIMINATION STATEMENT

No person shall, on the basis of race, color, religion, sex, national origin, handicap, age, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under, any education program or activity.

This practice shall apply equally to students, employees and all persons having business with the School Board.

PLEDGE OF ALLEGIANCE

The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle and high school in the Gadsden County School District. Upon written request by his or her parent, a student shall be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention, men removing headdress, except when such headdress is worn for religious purposes.

STUDENTS' RIGHTS AND RESPONSIBILITIES

It is the intent of the Students' Rights and Responsibilities, as expressed in the Code of Student Conduct that students understand that their rights must be accompanied by corresponding responsibilities.

Florida's School Improvement and Accountability System states that all school communities will provide an environment that is alcohol and drug-free and protects students' health, safety, and civil rights.

I. ATTENDANCE

All questions relating to the attendance policy are to be directed to the school's attendance office first, and then if needed, the school principal.

Florida law requires each parent/guardian of a child from age six (6) to sixteen (16) years to be responsible for the child's school attendance. Regular attendance is the actual attendance of a pupil during the school day as defined by law and regulations of the state board.

The school attendance law was amended by the 1997 Florida Legislature to require that any sixteen or seventeen year old student withdrawing from school must file a formal declaration of intent to terminate school enrollment with the district school board.

A student is considered "truant" when he/she is not in attendance without approval of the principal and/or consent of the parent/guardian. School-based interventions will occur for all truant students.

A student is considered a "habitual truant" when he/she has 15 unexcused absences within 90 calendar days.

DISTRICT ATTENDANCE GOAL 2018-2019 SCHOOL TERM

The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session. School attendance shall be the responsibility of parents and students. Absences shall be reported to the school attendance office by the parent or adult student as soon as practicable.

In accordance with statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a statement of the cause for such absence. The School Board reserves the right to verify such statements and to investigate the cause of each single absence.

In addition, educators shall have the responsibility of encouraging regular attendance of students, maintaining accurate attendance records, and following reporting procedures prescribed by the Superintendent.

Provision shall be made for promoting school attendance through adjustment of personal problems, education of parents, and enforcement of the compulsory attendance laws and related child-welfare legislation. Accordingly:

- A. teachers shall record absentees each period of the school day and report those absences;
- B. parents should be notified each time their child is absent insofar as possible;
- C. when a student has been absent three (3) consecutive days and the school has been unable to ascertain the reason for the absences, the absences shall be investigated or at any other time if deemed necessary by the school principal.
- D. absences must be reported to the school by the parent or adult student as soon as practicable. Failure to report and explain the absence(s) shall result in unexcused absence(s). The final authority for determining

acceptability of the reason for the absence(s) shall rest with the principal.

School-Based Intervention Procedures for Truant Students

The Board requires that the following school-based intervention procedures be adhered to for truant students:

- A. After three (3) days of unexcused absences, within a ninety (90) day period, a parent/guardian/student contact/conference is conducted by teacher/school designee.
- B. After five (5) days of unexcused absences, within a ninety (90) day period, a referral is made to the principal to send a certified letter to parents/guardians and possibly to convene a student study team. NOTE: Student study team is to convene when a student misses five (5) unexcused absences within thirty (30) calendar days, or when a student misses ten (10) days within ninety (90) calendar days.
- C. After ten (10) days of unexcused absences within a ninety (90) day period, the student is referred to the visiting teacher.
- D. After fifteen (15) unexcused absences within a ninety (90) day period, the student is considered "habitually truant," pursuant to F.S. 1003.27(b).

The Florida Legislature enacted requirements that school districts report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birthdates, sex, and social security numbers of minors who attain the age of fourteen (14) and accumulate fifteen (15) unexcused absences in a period of ninety (90) calendar days. The legislation further provides that those minors under age eighteen (18) who thus fail to satisfy attendance requirements or drop out of (voluntarily withdraw from) school will be ineligible for driving privilege. Additional information about procedures and waivers is available from the school administration or guidance office.

Chronic truancy or deliberate nonattendance in excess of fifteen (15) school days within a semester shall be sufficient grounds for withdrawal of students sixteen (16) years of age or older, who are subject to compulsory school attendance under F.S. 1003.21.

Excused Absence

If the absences are excused, all educational requirements for the course shall be met before a passing grade and/or credit is assigned. The student shall have a reasonable amount of time, up to ten (10) school days, to complete make-up work for excused absences. Principals may grant extensions to the make-up time limit for extenuating circumstances. Regarding make-up of the work missed as a result of unexcused absences, each principal shall establish site-specific policies that encourage both regular attendance and high academic achievement, and shall review and modify these policies from time-to-time as required to maintain and improve their effectiveness.

The Board considers the following factors to be reasonable excuses for time missed at school:

- A. Personal illness of the student (medical evidence may be required by the principal or designee for absences exceeding five (5) consecutive days).
- B. Court appearance of the student.
- C. Medical appointment of the student.
- D. An approved school activity (absences recorded but not reported).
- E. Insurmountable problems. Prior permission by principal or designee is required except in the case of an emergency.
- F. Other absences with prior approval of the Principal.
- G. Attendance at a center under Children and Families Services supervision.
- H. Significant community events with prior permission of the principal. When more than one (1) school is

involved, the Area Superintendent will determine the status of the absence.

- I. Religious holiday (See Policy **5225**).
- J. Death in the immediate family.

Absences not included in excused absences listed above shall be unexcused.

Pursuant to State law, unexcused tardiness or absences shall not be grounds for suspension from school, but may result in other disciplinary consequences, such as detention or placement in existing alternative programs.

Any student who fails to attend any regularly scheduled class and has no excuse for absence should be referred to the appropriate administrator. Disciplinary action should include notification to parents or guardians.

The Superintendent shall develop administrative procedures that:

- A. provide the student and his/her parents with the opportunity to challenge the attendance record prior to notification and that such notification complies with applicable Board rules;
- B. govern the keeping of attendance records in accordance with the rules of the State Board;
- C. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- D. require that students whose absence has been excused have an opportunity to make up work they missed and receive credit for the work, if completed;
- E. require that any student, who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence, is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 or other appropriate accommodation.

Such regulations should provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned.

Whenever any student has a total of fifteen (15) days of unexcused absence from school during any semester, s/he will be considered habitually absent. The Board authorizes the Superintendent to inform the student and his/her parents of the record of excessive absences as well as the District's intent to notify the Registrar of Motor Vehicles, if appropriate, and the Judge of the Juvenile Court of the student's excessive absences.

Students may not be given excused absences to remain out of school for the purpose of working, unless the job is an integral part of the student's instructional program.

F.S. 1002.20, 1003.21, 1003.24, 1003.26, 1003.27, 1006.09

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II. RESPECT FOR PERSONS AND PROPERTY

Rights:

Students are recognized as individuals. Their rights include a safe, healthy, and drug-free environment.

Responsibilities:

Students should treat others, school property, and property of others with respect. Respectful behavior includes, but is not limited to, following school, classroom, and bus rules. Unacceptable behavior includes, but is not limited to, fighting, stealing, destroying property, and violating school rules.

Rule:

Students will treat others and their property with dignity and respect.

Disciplinary Action:

A student not respecting the right and property of others may be subject to disciplinary action allowed by School Board policy. Disciplinary action may range from counseling to expulsion.

III. RIGHT TO LEARN

Rights:

Students have a right to be in an environment conducive to learning and will have appropriate educational programs.

Responsibilities:

Students should come to school prepared to take advantage of all educational opportunities offered. Students should inform school personnel if they have a problem at home or at school that keeps them from doing their best.

Rule:

Students will participate in educational opportunities and complete classroom assignments and homework to the best of their abilities.

Disciplinary Action:

Students who fail to comply with the above stated rule may hinder their educational progress and be subject to other disciplinary procedures allowed by the local school-wide discipline plan.

IV. RIGHT OF ASSEMBLY

Rights:

Students may meet in an orderly manner on the school grounds or building(s) if proper authorization has been granted.

Responsibilities:

The meetings must be approved by the principal/designee and must not interfere with other planned activities.

Rule:

With proper school authorization, students may assemble in an orderly manner.

Disciplinary Action:

Unauthorized or disorderly meetings will be terminated immediately by the principal/designee, and violators may be subject to further administrative disciplinary action.

V. RIGHT OF PRIVACY

Rights:

1. Only authorized persons may have access to student records as governed by Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g. Regulations: 34 CFR Part 99.)
2. Students and their storage area, under the jurisdiction of the School Board, may be searched in cases of reasonable suspicion. Strip searching is prohibited. The use of metal detectors or specially trained animals is permissible.

Responsibilities:

1. Students, parents/guardians should give the school any information needed to work with the student.
2. Students should not bring prohibited items to school.

Rule:

Students will respect the privacy of others.

Disciplinary Action:

Prohibited items will be confiscated by school personnel and the students will be subject to disciplinary actions allowed by School Board policy.

VI. PARTICIPATION IN SCHOOL PROGRAMS AND ACTIVITIES

Rights:

All students will be a part of classroom instruction and other school activities for which they are qualified, without regards to their race, sex, religion, national origin, age, marital status, disability, or perceived disability.

Responsibilities:

Students should do their best in school or while participating in school activities. They should also be aware of the rights and responsibilities of others so as to make the school the best place of learning possible.

Rule:

Students who participate in or attend school activities will do so in a manner which promotes the objectives of the school and/or the activity.

Disciplinary Action:

Students who violate the above stated rule may be subject to disciplinary actions allowed by School Board policy.

VII. DRESS AND GROOMING

Rights:

Students have a right to dress comfortably.

Responsibilities:

Students have a responsibility to wear clothes that are not dangerous to their health or safety and to dress in a manner that is not disrupting to the educational process. Clothes worn should not advertise drugs, gangs, alcohol, tobacco, inappropriate language and/or sexual behavior.

Rule:

Student will dress and groom in such a way as to express personal preferences within the guidelines of the school dress code. Students are prohibited from wearing bandannas, dropped pants, low riding jeans, and shorts revealing the buttocks or underwear, short tops revealing the belly button, and inappropriate short dresses, shorts, or skirts. Middle and high school students are required to have shirts tucked in and pants are to be worn with a belt.

Elementary and Middle School Requirements:

Appropriate dress is the primary responsibility of the student and his/her parent or guardian. In order to promote safety, personal hygiene, academic well-being and moral and character development, students shall be expected to comply with reasonable requirements relating to dress, grooming and personal appearance as follows:

- 1) All students in elementary or middle school shall wear a school uniform while in attendance during the regular school day and on school sponsored field trips.
- 2) Colors shall be that of the official school colors and other colors as recommended by the School Advisory Committee and approved by the principal of the school.
- 3) Shirts/blouses must have a collar. T-shirts may be worn at the discretion of the individual school. Shirts must be tucked into pants.
- 4) Uniform style bottoms will be dark blue, black, tan (khaki). No sweat pants, overalls, or jeans will be allowed.
- 5) The legs of pants shall not extend below the heels of shoes.
- 6) Uniform knee-length shorts/skirts will be acceptable.
- 7) Sneakers and leather shoes are both acceptable, but must be black, or white with matching shoelaces.
- 8) Socks must be black, white, or other color as approved by the principal.
- 9) Boys and girls must wear belts if pants/shorts have belt loops. No sagging of pants will be allowed.
- 10) Outer garments for cold weather are permissible.

A student who transfers from one school to another in the county will be required to wear the “generic school uniform”, and will have 15 days to acquire the new school’s uniform.

The “generic uniform” shall consist of the following:

- A. Khaki or black pants, shorts, or skirt
- B. White collared shirt
- C. Dark or white leather shoes or sneakers with black, dark brown, or white socks

At the beginning of the school year, students will be required to conform to the uniform dress code within but no later than the first ten (10) school days. Likewise, students transferring into the district will have the first fifteen (15) days of school enrollment in order to conform to the uniform dress code.

Elementary/Middle School Disciplinary Action:

Any student enrolled in an elementary or middle school who reports to school improperly attired shall be disciplined as follows:

- A. First and second offense consequences are:
 - a. Notification of parent or guardian and require student to change into appropriate attire
- B. Third offense consequences are:

- a. Notification of parent or guardian and require student to change in to appropriate attire and
- b. One day of in-school suspension (if available) or three (3) days of after school detention.
- C. The fourth and subsequent offenses are considered to be willful disobedience that will result in further disciplinary action that may include additional days of in-school suspension, after school detention, or work detail.
- D. Any absence resulting from a violation of the uniform dress code will be excused.

High School Disciplinary Action:

Any student enrolled in a high school who violates the dress code may receive counseling and/or parent/guardian(s) will be contacted.

Clothing and/or other personal adornment that is so unusual or non-traditional that it attracts undue attention and distracts from the academic climate of the classroom cannot be allowed.

APPROPRIATE ATTIRE

- When young ladies wear shorts, skirts, and dresses, the length must be near their knees. This knee length is determined by the indentation of the tip of the student’s middle finger when placed against the student’s attire.
- Bound sleeveless shirts and/or dresses that cover the armpits may be worn.
- Shirts/blouses must cover the midriff at all times.
- Young men must wear belts or suspenders with their pants. Elastic waist band/draw strings are acceptable.
- Hats and hoods may be worn outside of the building only.
- Shirts and blouses that are designed to be worn inside will be tucked into the pants/skirts.
- Undergarment shirts need to be white or grey.

INAPPROPRIATE ATTIRE

- Tight-fitting stretchy pants, leotards, bicycle pants, or body gloves
- Blouses or shirts that are unbuttoned, see-through, halter tops, tank tops, or muscle shirts and dresses that are strapless, spaghetti strap, or sun dresses,
- Section cutout garments with holes
- Clothes that advertise gangs, alcoholic beverages, tobacco, drugs, suggestive or sexually explicit logos, or offensive racial slogans
- Headbands, bandannas, scarves, stocking/wave caps, or any other head gear
- Bare feet, bedroom slippers, flip-flops or beach shoes
- Hair combs, hair picks, or hair rollers
- Drop pants / saggy pants (F.S. 1006.07 and F.S. 1006.15)
- No hoodies allowed on campus.

* These dress code guidelines are subject to the interpretation of the administration, faculty, and staff. Any other type of clothing or garment that is distracting, immodest, or interferes with learning will not be allowed.

ALL STUDENTS (ELEMENTARY, MIDDLE AND HIGH) FOUND IN VIOLATION OF THE DRESS CODE WILL BE SUBJECTED TO THE FOLLOWING OPTIONS:

- For first offenders, the school is required to give the student a verbal warning, and the principal must call the student’s parent or guardian;
- For second offenders, the student is ineligible to participate in extracurricular activities for up to 5 days, and the principal must meet with the parent or guardian;
- For the third or subsequent offenders, the extracurricular activity exclusion is extended to up to 30 days; the school must place the student in in-school suspension for up to 3 days; and the principal must both call and send written notice to a parent or guardian.

VIII. WIRELESS COMMUNICATION DEVICES

The School Board is aware that wireless communication devices (WCDs) are used by students and parents to communicate with each other. However, the use of wireless communication devices (WCDs) on school

grounds must be appropriately regulated to protect students, staff, and the learning environment. This policy sets forth the District's policy with respect to WCDs.

Students may possess wireless communication devices (WCDs) in school, on school property, during after school activities (e.g. extra-curricular activities) and at school-related functions, provided that during school hours and on school vehicles the WCDs are powered completely off (i.e., not just placed into vibrate or silent mode) and concealed and secured in lockers or vehicles and stored out of sight.

A "wireless communication device" is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The following devices are examples of WCDs: cellular and wireless telephones, pagers/beepers, personal digital assistants (PDAs), BlackBerries/Smartphones, WiFi-enabled or broadband access devices, two-way radios or video broadcasting devices, laptops, and other devices that allow a person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information. Students may not use WCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Also, during after school activities when directed by the administrator or sponsor, WCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight.

The requirement that WCDs must be powered completely off will not apply in the following circumstances when the student obtains prior approval from the building principal:

- A. The student is a member of a volunteer fire company/department, ambulance or rescue squad.
- B. The student has a special health circumstance (e.g. an ill family member, or his/her own special health condition).

The student is using the WCD for an educational or instructional purpose (e.g. taking notes, recording a class lecture, writing papers) with the teacher's permission and supervision. However, the use of any communication functionality of the WCD is expressly prohibited. This includes, but is not limited to, wireless Internet access, peer-to-peer (ad-hoc) networking, or any other method of communication with other devices or networks. In no circumstances shall the device be allowed to connect to the District's network. The preceding prohibitions do not apply to Board-owned and issued laptops, PDAs or authorized assistive technology devices.

Students are prohibited from using WCDs to capture, record or transmit the words (i.e. audio) and/or images (i.e., pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit, written consent for the capture, recording or transmission of such words or images. Using a WCD to take or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal. Students who violate this provision and/or use a WCD to violate the privacy rights of another person may have their WCD confiscated and held until the parent is contacted and picks up the device from the school.

"Sexting" is prohibited at any time on school property or at school functions. As set forth in State law, sexting is the knowing transmission or distribution to another minor by a computer or similar device any photograph or video of any person that depicts nudity and is harmful to minors. Sexting also includes possessing a photo of any person that was transmitted or distributed by another minor that depicts nudity. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD.

The use of WCDs that contain built-in cameras (i.e. devices that take still or motion pictures, whether in a digital or other format) is prohibited in locker rooms and/or bathrooms and other areas where there is an expectation of privacy.

No expectation of confidentiality will exist in the use of WCDs on school premises/property.

Students are prohibited from using a WCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy **5517.01** – Bullying and Harassment. In particular, students are prohibited from using their WCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs; and (2) send, share, view or possess pictures, text messages, e-mails or other materials of a sexual nature (i.e., sexting) in electronic or any other form. As set forth in State law, sexting is the knowing transmission or distribution to another minor by a computer or similar device any photograph or video of any person that depicts nudity and is harmful to minors. Sexting also includes possessing a photo of any person that was transmitted or distributed by another minor that depicts nudity and is harmful to minors. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a WCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to receive such information.

Possession of a WCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the WCD. The building principal may also refer the matter to law enforcement if the violation involves an illegal activity (e.g. child pornography). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the WCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed. In particular, egregious offenses involving the invasion of another person's privacy, the Board reserves the right to confiscate the WCD and hold it. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian. WCDs in District custody will not be searched or otherwise tampered with unless school officials reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy **5771** – Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a WCD to school for a designated length of time or on a permanent basis.

A person who discovers a student in possession of or using a WCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their WCDs. The Board assumes no responsibility for theft, loss, damage, or vandalism to WCDs brought onto its property, or the unauthorized use of such devices.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents/guardians. Students may use their WCDs after the school day has ended.

F.S. 847.0141, 1006.07(2)

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IX. DISCRIMINATION/SEXUAL HARASSMENT

Rights:

Students have the right to attend school and learn in an environment free from discrimination and sexual harassment.

Responsibilities:

Students should report occurrences of discrimination or sexual harassment to the principal through the proper grievance procedures.

Rules:

No student shall on the basis of race, sex, religion, national origin, age, marital status, disability, or perceived disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination/sexual harassment under any educational program or activity.

Disciplinary Actions:

Students who violate the above-stated rule may be subject to disciplinary actions allowed by School Board policy.

X. COUNSELING

Rights:

Students have the right:

1. To be informed as to the nature of the guidance services available in their school.
2. To have access to individual and group counseling.
3. To request a change of counselor as applicable.
4. Students have the right of confidentiality except in the following circumstances:
 - a. Reports of abuse or neglect,
 - b. Indication of harm to self/others.

Responsibilities:

Students have the responsibilities:

1. To use guidance services for their own educational and personal improvement.
2. To schedule appointments in advance unless the problem or concern is one of an emergency.
3. To work cooperatively with all school personnel.

Rule:

Students should participate appropriately in the counseling process.

Disciplinary Action:

Students who fail to participate appropriately in the counseling process may temporarily have their opportunities for counseling suspended, or other disciplinary measures may be taken.

XI. FREE SPEECH AND PUBLICATION

Rights:

1. Students will be given the opportunity to participate freely in class discussions.
2. Students may, with the approval of the principal/designee, write and distribute non-commercial printed materials. This shall include freedom of the press for all student publications.
3. Students may decide whether or not to participate in symbolic (e.g. flag salute) or religious activities.
4. After receiving permission from the principal, students may display posters, notices, magazines, or articles.
5. Students participation in classroom instruction or other school activities may not be denied based on race, sex, religion, national origin, age, marital status, exceptionality, or perceived disability.

Responsibilities:

1. Students must use appropriate language when expressing their thoughts, concerns, and opinions.
2. Students must respect the principal's decision concerning the request to display printed material.
3. Students should respect others' rights, responsibilities, and opinions.

Rule:

The principal/designee will ensure that all printed materials distributed in the school reflect appropriate journalistic ethics and are not obscene or offensive by school and community standards.

Disciplinary Action:

The principal may discipline any student for infraction of the above stated rule.

XII. STUDENT GOVERNMENT**Rights:**

Students have the following rights:

1. To form and operate a student government at their respective schools under the direction of a faculty advisor.
2. To have access to policies of the School Board and the individual school.
3. To seek office in student government, or any school organization, regardless of race, sex, religion, national origin, age, marital status, disability, or perceived disability.
4. To attend, as student government officers and representatives, official student government meetings upon approval of such meetings by the school principal.

Responsibilities:

Students have the following responsibilities:

1. To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.

2. To become knowledgeable of School Board and individual school policies governing the actions of students.
3. To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents.
4. To attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times.

Rule:

Students will use the democratic process to conduct student government operations.

Disciplinary Action:

The principal/designee may apply disciplinary procedures as appropriate.

XIII. STUDENT RECORDS

Rights:

Students/Parents/guardians have the following rights:

1. Information contained in records that relates directly to the student may be inspected, reviewed, and challenged.
2. Personal identifiable information will be protected by legal provisions which prohibit its release to any person who is not legally authorized by the consent of the parent, guardian, or eligible student. (An eligible student is one who is 18 years of age or over and/or one who attends a post-secondary institution.)
3. Parents/guardians will receive annual notification, written in their native language, stating that they may review their child's record.

Rules/Procedures Relating to Student Records:

Student Records: The principal of each school shall be responsible for all student records and will ensure that all state and federal rules are followed. The Superintendent will make all rules available to principals.

- I. Purposes. Rules cover all school records of all students.
- II. Definitions:
 - A. Education Records: Records required by law containing information about the student
 1. Category A - Permanent Information: student information that is required by law to be kept indefinitely.
 2. Category B - Temporary Information: student information that may be kept for a short time then discarded or changed
 - B. Child: a person who is under 18 years of age
 - C. Pupil/Student: a person who is enrolled in a school
 - D. Eligible Student: a person who is 18 years old or older and who is enrolled in one or more offered educational programs by the Gadsden County district (see section IV.)

- III. The Cumulative Record: The principal is responsible for all cumulative records. These records must be kept at school and may be relocated to other schools upon appropriate written request.
- A. Content of Category A Records: Category A records contain the permanent report card and education records. These records are kept up to date and cannot be changed without the permission of the principal. The person making the change will initialize each change.
1. Student's birth certificate name
 2. Birth date, place of birth, race, and sex
 3. Current address of the student
 4. Name of parent(s) or guardian(s)
 5. Name of last school attended
 6. Number of days present, absent
 7. Date enrolled, date withdrawn
 8. Classes/subjects taken, grades received
 9. Date of graduation or program completion
- B. Content of Category B Records:
1. Health information
 2. Information about the student's family
 3. Test scores
 4. School and vocational plans
 5. Honors and school activities
 6. Reports of special classes required by law
 7. List of schools attended
 8. Driver education certificate
 9. Letters from other groups
 10. Written requests for permission to review the record
 11. List of people who requested and received a copy of the record
 12. Written information indicating any changes made in the record
 13. Summary of state student assessment test results
 14. Copies of exceptional student education placement reports as required by law.
 15. Records of discipline, suspension, and expulsion
 16. Records of counselors' and teachers' conferences with students
 17. Free lunch applications, work experience interviews, and other records
- IV. The following strategies may be used for an eligible student or parent/guardian to change or remove a portion of the student record:
- A. A written request must be submitted to the principal, clearly identifying the part of the record to be changed, and specifying why it is inaccurate or misleading.
- B. If the request is approved, the change or removal shall be made in writing and signed and dated by the eligible student or parent/guardian and a school official. The written agreement shall show only that the record has been corrected or a portion removed.
- C. If the District denies the request for the change of record, the District will notify the eligible student or parent/guardian of the decision, advising them of their right to a hearing. Information regarding the hearing procedures will be provided to the eligible student or parent/guardian.

- D. If a hearing is held and a decision is made to keep the record intact without the proposed change, the eligible student or parent/guardian may include a written statement in the record. The statement may indicate disagreement with the decision and state reasons for disagreement.
- V. Procedures for Transfer of Education Records.
- A. Records shall be transferred immediately upon written request from an eligible student or parent/guardian or from a school to which a student has transferred. The principal or designee shall transfer all Category A and Category B information and shall keep a copy of Category A information.
 - B. Records shall not be prohibited from transfer for unpaid fees or fines assessed by the school.
 - C. For all Gadsden County schools, current records shall be passed to a middle or high school upon student promotion to that school. This transfer will occur automatically without request.
 - D. If a school is closed by order of the School Board, student records shall be transferred to the school at which students will attend the following year. If students will not attend school the following year, the Superintendent shall decide where records will be kept.

Notification of Rights for Elementary and Secondary Schools

FERPA affords parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents/guardians or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent/guardian or eligible student believes are inaccurate or misleading. Parents/guardians or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. (Optional) Upon request, the School discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents/guardians have the following rights:

- a. They may review their child's school records.
 - b. They may give permission for others to review the records.
 - c. They may challenge information in the records.
 - d. Upon request they will receive a copy of this rule from the Superintendent's office.
4. Eligible students or parents/guardians of the student may review individual records. Copies of records may be obtained through written request to the principal or School Board contact person. All requests will be granted within 5 working days.
 5. An eligible student or parent/guardian may give permission for others to review letters or statements in the student's records. Permission must be in writing and signed by the eligible student or parent/guardian. Access by others to a student's record will be closed upon written request by the eligible student or parent/guardian.
 6. The fee for copying the school records shall be as provided by School Board Policy.
 7. Student records are located at the school/district office.
 8. Records that give personal information may not be released without an appropriate request, except to the following:
 - a. District and school administrators and supervisors
 - b. District and school personnel, their interns, and substitutes
 - c. Administrative secretaries (as required for record keeping duties)
 - d. Gadsden County Health Department (health records only)
 - e. Florida Diagnostic and Learning Resource System personnel
 - f. Officials from a school to which a student has moved
 - g. State and federal officers, if records are needed to meet legal requirements, including Judicial and law enforcement agencies as specified within signed interagency agreements.
 - h. Persons requiring information for the purpose of donating money for tuition and other related expenses
 - i. State and local people who collect data for factual reporting
 - j. Colleges/Universities needing information for the benefit of students
 - k. People who set standards for schools
 - l. Parents/guardians for tax reasons
 - m. To comply with a court order
 - n. Any person requiring information for health or safety emergencies
 - o. Persons needing information for student expulsion hearings
 - p. Educational researchers who will not publish personal identification, and who destroy the information at the end of the study
 9. Parents/guardians eligible students have the right to file complaints with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA). Inquiries may be addressed to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605

Responsibilities:

Students/Parents/guardians have the following responsibilities:

1. To inform the school of any information that may be useful in making appropriate educational decisions.

2. To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the student.

Rule:

Students and parents/guardians must comply with board policies related to student records.

Disciplinary Action:

Failure of students/parents/guardians to provide accurate information may result in inaccurate maintenance of student records and a delay in delivery of services in a timely manner. For additional information regarding student records, and procedures, see Appendix.

XIV. GRADES

Rights:

Students have the following rights:

1. To receive a teacher's grading criteria at the beginning of each year or semester course.
2. To receive reasonable notification of failure or potential failure at any time during the grading period when it is apparent unsatisfactory work is being performed.
3. To receive periodic academic reports which may include, but not be limited to, academic and/or conduct grades. A conduct grade may not affect an academic grade.

Responsibilities:

Students have the following responsibilities:

1. To become informed of the grading criteria and behavior standards.
2. To maintain standards of academic performance commensurate with ability.

Rules:

Students enrolled in the Gadsden County School District will comply with the provisions of the Student Progression Plan.

GENERAL DISCIPLINARY PROCEDURES

Students are under the authority of the principal/designee, teacher, or bus driver any time they are going to or from school, at school, or at any school activity. Law enforcement or other appropriate agencies may be notified by the principal/designee as deemed necessary. Law enforcement must be notified for battery, homicide, kidnapping and sexual battery.

I. PRESENCE OF PUPILS, WHEN AND WHERE AUTHORIZED

Students have permission to be on the school grounds during the regular school day and during special activities. The principal will use appropriate disciplinary procedures with any student who is found on campus without permission.

II. AUTHORITY OF THE TEACHER

- A. The principal gives to the teacher authority to control students while on school campus or at any school event.
- B. Florida Statutes 1003.32 authorizes the teacher to remove from class, students with abusive, disruptive, or unruly behavior. According to the statute, a teacher may remove from class a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. Each district school board, each district school superintendent, and each school principal shall support the authority of teachers to remove disobedient, violent, abusive, uncontrollable, or disruptive students from the classroom.

III. OFFENSES

- A. Students shall not be subject to discipline which is verbally abusive, severe, or humiliating. Discipline shall not consist of the denial of breakfast, lunch, or toileting.
- B. The principal may discipline any student for, including but not limited to, the following misbehaviors:
 - 1. disobeying or threatening any school personnel
 - 2. profanity; offensive gestures
 - 3. destroying property
 - 4. disturbing school functions (FS 1006.145)
 - 5. leaving school without proper permission
 - 6. excessive tardies and/or unexcused absences from school
 - 7. breaking school rules
 - 8. serious misconduct
 - 9. sexual harassment
 - 10. multiple offenses
 - 11. fighting (to include instigating a fight)
 - 12. usage of wireless communication devices and all other electronic devices (such as pagers, cellular phones, iPods, MP3 players)
 - 13. possession of weapons and/or any firearm, to include imitation firearm
 - 14. possession or use of alcohol, tobacco, or other drugs
- C. Serious misconduct or multiple offenses may result in expulsion of the student by the School Board.
- D. When a non-English-proficient student and/or parent/guardian(s) are involved in any disciplinary procedure, an interpreter will participate in the process.
- E. When a student is guilty of any act or threat of violence to any school personnel on campus or at a school activity, the principal may discipline the student by suspension and/or request that the School Board expel the student.
- F. School personnel should use the disciplinary method commensurate with the offense. The discipline will be fair and will be given to each student on an individual basis. Before the student is disciplined, the student has the right to tell his/her side of the story and he/she should be told why he/she is receiving the punishment.

- G. If a student is to be suspended, he/she will be told why before being suspended and will also get an explanation of the evidence and a chance to tell his/her side. Every effort will be made to notify the parent/guardian(s) as soon as possible. A principal may suspend for five days. If the suspension is for more than five days, or if the student is recommended for expulsion, a hearing will be held. If the student is a danger to other students or constantly keeps others from learning, he/she may be immediately removed from class and/or school. Only the School Board can expel a student. (See VIII A-B.) When a student is suspended, privileges to participate in extra-curricular activities will be revoked.
- H. All disciplinary referrals will be maintained in the district's student database.

IV. DEFERRED PUNISHMENT FOR OFFENSES

Disciplinary action for offenses occurring near the end of the school year may be carried over to the next school term.

BULLYING AND HARASSMENT – Gadsden School Board Policy #5517.01

The Gadsden County School Board prohibits acts of bullying and harassment. The School Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying or harassment, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying or harassment is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or school employees.

Bullying or harassment is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

- 1. Statement Prohibiting Bullying and Harassment
 - A. It is the policy of the Gadsden County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying. The District will not tolerate bullying and harassment of any kind. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.
 - B. The District upholds that bullying or harassment of any student or school employee is prohibited:
 - 1. During any education program or activity conducted by a public K- 12 educational institution;
 - 2. During any school-related or school-sponsored program or activity;
 - 3. On a school bus of a public K-12 educational institution; or
 - 4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K- 12 education institution.
- 2. Definitions
 - A. **Bullying** means systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

1. Unwanted teasing;
 2. Social Exclusion;
 3. Threatening;
 4. Intimidation;
 5. Stalking;
 6. Cyberstalking;
 7. Cyberbullying;
 8. Physical violence;
 9. Theft;
 10. Sexual, religious, or racial harassment;
 11. Public humiliation;
 12. Rumor or spreading falsehoods; or
 13. Destruction of school or personal property.
 14. Private humiliation
- B. **Harassment** means any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:
1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
 2. Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
 3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
 4. Has the effect of substantially disrupting the orderly operation of a school.
- C. **Cyberstalking** is defined in F. S. 784.084(d) means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- D. **Cyberbullying** means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photooptical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.
- E. **Bullying, Harassment, and/or Cyberbullying** also encompass:
1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
 2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by
 - a. Incitement or coercion;
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system;

- c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
 - 3. Unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District. For Federal requirements when these acts are against Federally identified protected categories, refer to Policy 4001.1.
- F. **Accused** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.
- G. **Complainant** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other

3. Behavior Standards

- A. The Gadsden County School District expects students and adults to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with proper regard to the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
- B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.
- C. The School District prohibits the bullying of any student or school employee:
 - a. During any educational program or activity conducted by Gadsden County Schools District;
 - b. during any school-related or school-sponsored program or activity or on a Gadsden County school bus;
 - c. Through the use of any electronic device or data while on school grounds or on a Gadsden County school bus, computer software that is accessed through a computer, computer system, or computer network of the Gadsden County School Board. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section.
 - d. Through threats using the above to be carried out on school grounds. This includes threats made outside of school hours, which are intended to be carried out during any school-related or school-sponsored program or activity, or on a Gadsden County school bus.
 - e. While the District does not assume any liability for incidences that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer. The principal/designee shall use all District Reporting Systems to log all reports and interventions.
- D. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systemic methods for student and staff recognition through positive reinforcement for good conduct, self discipline, good citizenship, and academic success, as seen in the required school plan to address positive school culture and behavior (the school's Discipline Plan).

- E. Student rights shall be explained as outlined in this policy and in the Student Code of Conduct: Respect for Persons and Property.
- F. Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the Student Code of Conduct and this Policy.

4. Stakeholder Responsibilities

- A. By August 2009, each school principal shall create a School Safety team and designate one of its members as a School Safety Liaison and contact who shall serve on a district School Safety team that address acts of violence and school safety. The district's Safety Investigation's Officer will be head the School Safety Team. At minimum, school teams should include staff members from administration, guidance, and instruction. These persons will serve as the key school based personnel who will receive prevention/safety training and assist in the dissemination of prevention/safety procedures, intervention, and curriculum, for bullying and other issues that impact the school culture and welfare of students and staff.
- B. The Academic Services' Office, in collaboration with other District departments, will collaborate with school based staff members, families, and community stakeholders to utilize this Policy and associated procedures to promote academic success, enhance resiliency, build developmental assets, and promote protective factors within each school by ensuring that each and every staff member and student is trained on violence prevention. These trainings will work to create a climate within each school and within the District that fosters the safety and respect of children and the belief that adults are there to protect and help them. Additionally, students and staff (including but not limited to school based employees, administrators, district personnel, counseling staff, bus drivers) will be given the skills, training, and tools needed to create the foundation for preventing, identifying, investigating, and intervening when issues of bullying arise.
- C. The Parent Services' Office, in collaboration with other District departments, will train a wide range of community stakeholders, profit, non-profit, School Resource Officers, and faith based agencies to provide the dissemination and support of violence prevention curriculums to students, their families and school staff. This collaboration will make effective use of available school district and community resources while ensuring seamless service delivery in which each and every school and student receives an equitable foundation of violence prevention.
- D. The District School Safety Team will serve as the coordinators and trainers of prevention/safety for all school staff and outside agencies/community partners. The District Safety Team will receive training in violence prevention programs. These team will ensure that these programs are evidence-based and proven. The team will be responsible for implementing the evidence-based interventions and proven programs within each of their schools.
- E. The Parent Services' Office, in collaboration with other District departments, will provide opportunities and encourage parents to participate in prevention efforts with their children in meaningful and relevant ways that address the academic, social, and health needs of their children. The District will offer parents and parent associations' trainings on violence prevention as well as knowledge of and/or opportunity to participate in any violence prevention initiatives currently taking place in their school via the district and school websites, open houses, and school newsletters. Training will provide resources and support for parents by linking them with internal supports as well as referral to community-based resources as needed.
- F. Evaluations to determine the effectiveness and efficiency of the services being provided will be conducted at least every three years and shall include data-based outcomes.
- G. The Superintendent, other district administrators, as well as school principals, will be held accountable for implementation of these student support services consistent with the standards of this policy. These administrators will take steps to assure that student support services are fully integrated with their instructional components at each school as well as in policy and practice.

V. Training for all Stakeholders

- At the beginning of each school year, the school principal/designee and or appropriate area/district administrator shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents, or other persons responsible for the welfare of a

pupil through appropriate references in the Student Code of Conduct, Employee Handbooks, the school website, and/or through other reasonable means.

VI. Consequences

A. Committing an act of bullying or harassment

1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
2. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
3. Consequences and appropriate remedial action for a school employee, found to have committed an act of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements. Additionally, gross acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.
4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment, shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

B. Wrongful and intentional accusation of an act of bullying or harassment

1. Consequences and appropriate remedial action for a student, found to have wrongfully and intentionally accused another as a means of bullying or harassment, range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
2. Consequences and appropriate remedial action for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.
3. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

C. Receiving Reports of Acts of Bullying or Harassment

1. At each school, the principal or the principal's designee shall be responsible for receiving complaints alleging violations of this policy.
2. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
3. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.
4. The principal of each school in the District shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in person or anonymously and how this report will be acted upon.
5. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
6. A school employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.
7. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.

8. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).
 9. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.
- D. Investigation of a Report of Bullying or Harassment
1. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. Incidents that require a reasonable investigation when reported to appropriate school authorities shall include alleged incidents of bullying or harassment allegedly committed against a child while the child is en route to school aboard a school bus or at a school bus stop.
 2. The principal or designee shall select an individual(s), employed by the school and trained in investigative procedures, to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.
 3. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
 4. The investigator shall collect and evaluate the facts including but not limited to:
 - i. Description of incident(s) including nature of the behavior;
 - ii. Context in which the alleged incident(s) occurred;
 - iii. How often the conduct occurred;
 - iv. Whether there were past incidents or past continuing patterns of behavior;
 - v. The relationship between the parties involved;
 - vi. The characteristics of parties involved, *i.e.*, grade, age;
 - vii. The identity and number of individuals who participated in bullying or harassing behavior;
 - viii. Where the alleged incident(s) occurred;
 - ix. Whether the conduct adversely affected the student's education, educational environment or mental well-being;
 - x. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
 - xi. The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
 5. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include but not limited to:
 - i. Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
 - ii. A written final report to the principal.
 6. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
 7. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.
- E. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District
1. The principal or designee will assign an individual(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.
 2. The trained investigator(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the District.
 - i. If it is within the scope of the District, a thorough investigation shall be conducted.
 - ii. If it is outside the scope of the District and determined a criminal act, the principal shall refer the incident(s) to appropriate law enforcement.

- iii. If it is outside the scope of the District and determined not a criminal act, the principal or designee shall inform the parents/legal guardians of all students involved.

F. Notification to Parents/Guardians of Incidents of Bullying or Harassment

1. Immediate notification to the parents/legal guardians of a victim of bullying or harassment.
 - i._ The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
 - ii._ If the bullying incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states “. . . a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”
2. Immediate notification to the parents/legal guardians of the perpetrator of an act of bullying or harassment.

The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
3. Notification to local agencies where criminal charges may be pursued.

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

G. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling

When bullying or harassment is suspected or when a bullying incident is reported, counseling services shall be made available to the victim(s), perpetrator(s), and parents/guardians.

1. The teacher or parent/legal guardian may request informal consultation with school staff, *e.g.*, school counselor, school psychologist, to determine the severity of concern and appropriate steps to address the concern. The teacher may request that the involved student’s parents or legal guardian are included.
2. School personnel or the parent/legal guardian may refer a student to the school intervention team for consideration of appropriate services. Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
3. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
4. The intervention team may recommend
 - i. Counseling and support to address the needs of the victims of bullying or harassment;
 - ii. Research-based counseling or interventions to address the behavior of the students who bully and harass others, *e.g.*, empathy training, anger management; and/or
 - iii. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

H. Reporting Incidents of Bullying and Harassment

1. Incidents of bullying or harassment shall be reported in the school’s report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report shall include each

incident of bullying or harassment and the resulting consequences, including discipline and referrals. The report shall also include each reported incident of bullying or harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.

2. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment as an incident code as well as bullying-related as a related element code.
 - i. Bullying and/or harassment incidents shall be reported and coded appropriately in SESIR using the relevant incident code and the bullying-related code as indicated in the *Code of Student Conduct*.
3. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information System.
4. The District shall provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Survey 5 from Education Information and Accountability Services, and at designated dates provided by the Department of Education.

I. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment

1. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers; administrators; counselors; school nurses; other nonteaching staff such as bus drivers, custodians, cafeteria workers; school librarians; parents/legal guardians; and students.
2. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment as well as how to effectively identify and respond to bullying in schools.
3. The policy includes, but not limited to, student behavioral assemblies, Parent Teacher Meetings, Pre-Planning, Staff Awareness Training, grade level meetings with students on identifying, preventing, and responding to bullying or harassment, including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventative action based on those observations. These programs/trainings are available, but not limited to:
 - Students
 - Parents
 - Teachers
 - School administrators
 - Counseling staff
 - School volunteers

J. Reporting to a Victim's Parents/Legal Guardians the Actions Taken to Protect the Victim

The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

K. Publicizing the Policy

1. At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.
2. Each District school shall provide notice to students and staff of this policy through appropriate references in the *Code of Student Conduct* and employee handbooks and through other reasonable means.

3. The Superintendent shall also make all contractors contracting with the District aware of this policy.
4. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students.
5. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.

Disclaimer: The Gadsden County School District prohibits bullying & harassment of any kind; if you know, heard, and/or witness any infraction, Please fill out a form from the district's website or any school in Gadsden's County. You may remain anonymous, if you desire.

DUE PROCESS PROCEDURES FOR SUSPENSION/EXPULSION OF STUDENTS WITH DISABILITIES

Any student eligible under *Gadsden County Programs and Procedures for Exceptional Students*, who commits an offense which may be grounds for suspension/expulsion, shall have his/her case considered and decided on an individual basis.

A. Suspension

1. A student with a disability may be suspended from the Gadsden County schools for infractions described in the Code of Student Conduct and Student Rights and Responsibilities.
2. In order to protect the rights of students and parents, the principal, or his/her designee, shall follow the procedures for suspension as contained in School Board Policy.
3. Whenever a student with a disability is suspended, the principal, or his/her designee, shall immediately send written notification to the Director of Exceptional Student Education or Designee.
4. The principal, or his/her designee, shall be responsible for convening an IEP meeting when an exceptional student accumulates a total of ten (10) days of suspensions within a school year.
5. If the school did not conduct a functional behavioral assessment and implement a behavioral intervention plan for each child before the behavior that resulted in the suspension, the IEP team will develop an assessment plan to address that behavior; or if the child already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

B. Expulsion

1. Dismissal of a student with a disability shall follow the procedures contained in School Board Policy.
2. Prior to making a recommendation for expulsion to the Superintendent or (his/her designee), the principal (or his/her designee) shall notify the Director of Exceptional Student Education (or designee) in writing that this action is being considered.
3. The principal, or his/her designee, shall meet with the school staffing committee and the Director of Exceptional Student Education (or designee) to determine if the student's actions are a result of his/her disabling condition (Manifestation Determination). The staffing committee will be comprised of the following personnel: Director of Exceptional Student Education or designee, School Administrator, ESE teacher, general education teacher(s), parents, school counselor, and any other appropriate individuals.
4. If the staffing committee determines that the student's actions are not a result of his/her disabling condition, the principal, or his/her designee, may submit a recommendation for alternative placement or expulsion to the Superintendent, or his/her designee. This recommendation shall contain the school staffing committee report, the Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), and the student's Individual Educational Plan (IEP). A copy of this recommendation shall be sent to the Director of Exceptional Student Education.
5. If the staffing committee determines the student's conduct is a manifestation of his/her disability, then an IEP meeting must be held to determine the adequacy of the current special program and related services.

6. Prior to any Change of Placement, the Individual Educational Plan Procedures, as outlined in *Gadsden County Special Programs and Procedures for Exceptional Students*, will be followed to ensure that parents/guardians are provided safe-guards consistent with State Board of Education Rule 6A-6.03311.
7. Any change in the educational placement of a student with a disability will not result in a cessation of education services.

PROCEDURES FOR THE DISCIPLINE OF STUDENTS WITH DISABILITIES

(as defined under Section 504 Rehab Act 1973, ADA & IDEA)

6A-6.03312. Discipline Procedures for Students with Disabilities

For students with disabilities whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior must be considered in the development of their **individual educational plans (IEPs)**. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in this rule, is appropriate for a student with a disability who violates a code of student conduct.

PROCEDURES FOR THE DISCIPLINE OF K-12 STUDENTS INCLUDING PREKINDERGARTEN

The use of corporal punishment, humiliation, total or extended isolation, and/or withholding of food is prohibited as a form of discipline for prekindergarten students. (ACYF/HS 4.02;45 CFR 1304). When necessary, additional assistance will be acquired to provide for the needs of individual children.

Definitions specific to this policy:

Corporal Punishment - Paddling, slapping, pulling of hair, pinching, or any other means of causing bodily harm.

Denial of Participation in Extracurricular Activities - Denying a child the opportunity to participate in out-of-class activities such as field trips or parties. When necessary, additional assistance will be acquired to provide for the needs of individual children.

Extended Isolation in the Classroom - Denying a child the opportunity to participate in classroom activities for an unreasonable period of time. (e.g. long periods in time out).

Humiliation - Using derogatory remarks when referring to a child, name calling, or any other action that could lower the pride, dignity, or self-respect of a student.

Withholding of Food - Denying a child food that is provided to his/her peers such as dessert, snack, party foods, etc.

Total Isolation - Placing a child out of view of a responsible adult.

Suspension- The temporary removal of a child from his regular school program or the school bus.

Expulsion - The removal of the right and obligation of a child to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance.

Suspension and/or expulsion are NOT RECOMMENDED in disciplining prekindergarten children. These procedures should only be used for the safety, health, or welfare of any student, teacher, or staff member.

If a child's problem behavior is extensive or has escalated over a period of time, this may be an indicator of a physical or emotional problem and a referral to the prekindergarten office and the student study team may be needed.

DISCIPLINARY PROCEDURES GRADES K-12

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

Discipline Guidelines and Procedures

CLASS I	MINOR OFFENSES
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*Document All Actions Taken in Class I on the Classroom Behavior Management Form

- Chewing gum, eating food, or drinking beverages during class
- Being unprepared for class/no materials
- Arriving late to class (up to 5 minutes)
- Refusing to do classroom work
- Sleeping in class
- Using offensive language in general conversation with peers
- Disrupting the classroom (talking out loud, getting out of seat, laughing or talking at inappropriate times)
- Displaying intimate affection in public
- Possessing inappropriate items, (toys, games, tape players,)
- Disrupting the class by any other minor offense

Actions To Be Taken By Teachers

1st Offense

- Contact the parent/guardian. **[required]**
- Hold a teacher/student conference with documentation [**complete applicable section of Classroom Behavior Management Form (CBM)**].
- Collect inappropriate items from the student and return them at end of the day or when a parent/guardian collects them.

2nd Offense

- Use creative teacher interventions (may include behavior improvement plan, disciplinary work, etc.).
- Refer the student to the homeroom teacher (If student is an athlete, refer to coaches)
- Hold formal teacher-student conference and contact the parent/guardian. (**complete applicable section of CBM**)
- Refer the student to the team leader or designee, if applicable.
- Refer the student to the Guidance Counselor/Resource person/Student Study Team.
- Arrange peer mediation for the student.

3rd Offense

- Contact the parent/guardian. **[required]**
- Render a verbal reprimand.
- Provide notification of the consequences of the next offense.
- Arrange peer mediation for the student.
- Refer the student to the team leader or designee.
- Refer the student to a Guidance Counselor.

4th Offense

ACTIONS TO BE TAKEN BY ADMINISTRATORS

- Contact the parent/guardian. **[required]**
- Refer the student to an Administrator for disciplinary action/parent/guardian contact
- Suspend the student from home-based school activities for 2 weeks.
- Assign the student to after-school detention - 2 Days
- Assign work detail to the student.
- Assign the student to in-school suspension (ISS) for 3 to 5 days/parent/guardian contact.

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

CLASS II	INTERMEDIATE OFFENSES
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- Repeating classroom disruptions
- Failing to serve detention or other disciplinary interventions
- Instigating conflicts by spreading rumors, false statements, accusations, threats and other statements that tend to escalate situations or incite chaos
- Throwing food or drinks in cafeteria
- Loitering in an unauthorized location
- Using obscene or profane language or gestures
- Possessing or using tobacco products
- Cheating, plagiarism, abuse of technology, or forgery
- Skipping class/Leaving class (Skipping class is also considered arriving to class after 5 minutes.)
- Throwing or propelling objects or spitting
- Intimidating or harassing another student
- Dressing in opposition to the dress code
- Repeating Class I offenses
- Unauthorized usage of electronic devices
- Drop Pants / Saggy Pants (reference page 12)
- Student use of cell telephones/wireless communication devices
Personal cell telephones may be brought to school with the following conditions:
 - a. Phones must be turned off and kept out of sight during school hours and while riding on the school buses or using school transportation at any time.
 - b. If emergency calls to or from students are necessary, they should be placed through the school office and not to or from the student's telephone.
 - c. Phones should be kept secure to prevent theft (vehicles, purses, backpacks, lockers, etc.) The school is not responsible for lost or stolen phones or any other electronic device.

Actions To Be Taken By Administrators

- An administrator calls the parent/guardian. **[required]**
- An administrator will assign In-school suspension (ISS) for specified number of days.
- An administrator will assign 3 - 5 days out-of-school suspension (OSS) /parent/guardian contact.
- An administrator will assign 5 days OSS [school level hearing/ parent/guardian conference]
- An administrator will provide a hearing with the option to give OSS of 5 more days.
- The School Resource Officer will issue a citation.
- An administrator will provide peer mediation for the student.
- An administrator will involve the Guidance Counselors in fact-finding and counseling of students.
- Drop pants / saggy pants: verbal warning; ineligibility to participate in extracurricular activities; in-school suspension

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

CLASS III	GROUP A	MAJOR OFFENSES
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- Defying a school district employee (an attitude or action designed to provoke a confrontation)
- Defacing school property/malicious mischief
- Inciting or participating in riotous behavior
- Obstructing school employees from their duty (preventing fight breakups, etc.)
- Possessing merchandise stolen on school campus
- Trespassing
- Using school property without authorization (computers, A/V or PE equipment)
- Exhibiting lewd and lascivious behavior
- Possessing obscene literature or objects
- Stealing
- Repeating Class II offenses
- leaving school campus without permission
- under the influence of alcohol and/or drugs

Actions To Be Taken By Administrators

1st Offense

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral and administrator confers with the student.
- An administrator assigns 3-5 days out of school suspension.
- An administrator warns the student and parents/guardians of the consequence of the second offense.
- Guidance Counselors assist with fact finding and counseling of students.
- The student/parent/guardian makes restitution
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

2nd Offense

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out of school suspension and conducts a hearing.
- An administrator warns the student and parent/guardian of the consequences of the third offense.
- An administrator informs the student and parent/guardian that all subsequent referrals will result in recommendation for alternative placement and/or expulsion.
- The student/parent/guardian makes restitution.
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

CLASS III	GROUP B	MAJOR OFFENSES
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- Fighting (involvement in physical confrontation in which the participant either initiated the fight or failed to take advantage of an opportunity to avoid escalation of the incident that led to the fight)
- Creating a hostile environment that includes harassing, physical, verbal, graphic or written conduct that is sufficiently severe, pervasive or persistent as to interfere with an individual's ability to participate in or benefit

from school activities. This includes all forms of sexual, racial, national origin, disability or other forms of discrimination or harassment prohibited by school board policies

- Threatening, harassing or intimidating a school district employee/adult
- Bullying & Harassment that is systematic in gesture or written, verbal, graphic, or physical acts. Also, a repeated behavior that has been already addressed.

Actions To Be Taken By Administrators

1st Offense

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out-of-school suspension.
- Guidance Counselors assist in fact finding and counseling of student.
- An administrator reads the second offense consequences to the students and parent/guardian.
- An administrator provides peer mediation.

2nd Offense

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out-of-school suspension with a hearing for possible alternative placement and/or expulsion considerations.

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

CLASS III

GROUP C

MAJOR OFFENSES

ZERO TOLERANCE OFFENSES

REFER TO THE GADSDEN COUNTY SCHOOL BOARD CODE OF STUDENT CONDUCT.

Florida Statute: 1006.13 - Zero Tolerance Policy

1. The Gadsden County School Board has a zero tolerance policy for:
 - (a) Crime and substance abuse, including the reporting of delinquent acts and crimes occurring whenever and wherever students are under the jurisdiction of the district school board.
 - (b) Victimization of students, including taking all steps necessary to protect the victim of any violent crime from any further victimization.
2. The zero tolerance policy requires students found to have committed one of the following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year, and to be referred to the criminal justice or juvenile justice system. . (See definition of expulsion.)
 - (a) Bringing a firearm, or weapon (as defined in House Bill 7029) to school, to any school function, or possessing a firearm, at school. (to include the possession, use, or sell of a firearm, or explosive on campus, at a school activity, or on school sponsored transportation, including designated bus stops, or

(b) Making a threat or false report (as defined by subsection 790.162 and 790.163) respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity, bring, possess, use, or sell a firearm, imitation firearm, or explosive on campus

The Gadsden County School Board may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student with a disability, the district school board shall comply with applicable State Board of Education rules.

Offenses Prohibited

1. The Gadsden County School Board's zero tolerance for students that have been found to have committed any of the offenses listed below on school property, school sponsored transportation, including designated bus stops, or during a school sponsored activity. These students will be referred to the School Board for expulsion.
 - a. homicide (murder, manslaughter) – law enforcement must be notified
 - b. sexual battery – law enforcement must be notified
 - c. armed robbery
 - d. aggravated battery – law enforcement must be notified
 - e. assault, battery or aggravated battery on a teacher or other school personnel
 - f. kidnapping or abduction – law enforcement must be notified
 - g. arson
 - h. possession, use, or sale of any firearm
 - i. display, use, threaten, or attempt to use any firearm
 - j. possession, use, or sale of any explosive device (including firecrackers or fireworks)
 - k. possession, use, or sale of drugs or alcohol
 - l. threat or false report involving a school or school personnel's property, school transportation, or a school sponsored activity.
 - m. bomb threat
 - n. possession, use of hazardous chemical or substances material

(The above terms are defined in the glossary.)

2. Any student charged with an assault or battery on any employee of the School Board shall be removed from the classroom immediately and placed in an alternative school setting pending disposition. After an investigation, if the student is found guilty of this offense and in violation of F.S. 784.081, he/she shall be expelled or placed in an alternative school setting (F.S. 1006.13(4)).
3. **All incidents involving firearms, explosives, unlawful possession, use or sale of controlled substances, including alcohol, and offenses listed in 1 above will be referred immediately to law enforcement.**
4. In the case of a physical altercation (fight) between two or more students on campus, school bus, or at any school sponsored activity, and where it is determined by the principal/designee that one or more of the students was/were the aggressor(s), and the remainder was/were the defender(s), the aggressive behavior of the student(s) shall be considered a zero-tolerance offense for which the student(s) will be subject to expulsion procedures as outlined in the Code of Student Conduct and the Fight Intervention Program.

5. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

WEAPONS PROHIBITED

1. Students must not bring or possess weapons on campus, at any school activity, or on school-sponsored transportation, including designated bus stops. For use in this policy, weapons shall include but not be limited to the following: air rifle, BB or pellet gun, rifle, shot gun, zip gun, stun gun, pistol, ammunition or explosive device (no matter how limited), incendiary device, ice pick, knife, box cutter, pocket knife, machete, hypodermic needle(s), laser pointer, brass knuckles, club, nunchakus, razor blade, self-defense sprays (such as mace or pepper gas), sling shot, spear, sword, or any item used with intent to cause bodily harm to another individual.
2. The principal or designee will immediately contain/remove the student from the class or school campus and investigate the alleged offense. After the investigation has been completed, the principal may complete procedures for suspension for up to five days.
3. The use and/or possession of a weapon other than a firearm, imitation firearm, or explosive device will result in suspension, expulsion, or other disciplinary action.
4. All incidents involving weapons will be referred to law enforcement. Willful and knowing possession of these weapons (listed in A above) may be a misdemeanor or third degree felony.
5. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.
6. Pursuant to Florida House Bill 7029, simulating a firearm or weapon or wearing clothing or accessories that depict a firearm or weapon or expressing an opinion regarding a right guaranteed by the Second Amendment of the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system. Simulating a firearm or weapon while playing includes, but is not limited to:
 - Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon
 - Possessing a toy firearm or weapon that is 2 inches or less in overall length
 - Possessing a toy firearm or weapon made of plastic snap-together building blocks
 - Using a finger or hand to simulate a firearm or weapon
 - Vocalizing an imaginary firearm or weapon
 - Drawing a picture, or possessing an image of a firearm or weapon
 - Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon

However, a student may be subject to disciplinary action if simulating a firearm or weapon while playing substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. The severity of the consequences imposed on the student must be proportionate to the severity of the infraction and consistent with school board policies for similar infractions. Disciplinary action resulting from a student's clothing or accessories must be determined pursuant to the school district's dress code unless the wearing of such clothing or accessories causes a substantial disruption of student learning, in which case the infraction may be addressed in a manner consistent with district school board policies for similar infractions.

CERTAIN DRUGS PROHIBITED

1. The use, distribution, sale and/or unlawful possession of mood modifiers, MDMA/"Molly", FLAKKA, synthetic drugs, controlled substances or alcohol on campus, at school activities, or on school-sponsored transportation, including designated bus stops, is strictly prohibited. If, after an investigation, a student has been determined to be in violation of this section, he or she will be referred to the School Board for expulsion.
2. **All incidents involving unlawful possession, use or sale of controlled substances, including alcohol, will be reported to law enforcement.**
3. With written parent/guardian permission, using Form GCSB 893, a prescribed or nonprescribed medication may be given to a student by authorized school personnel. (See School Board rule 5.62.)
4. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

PROCEDURES FOR STUDENT TRANSFER-FELONY CHARGES

1. Section 1006.09, Florida Statutes provides for the transfer to an alternative program of a student enrolled at school who:
 - a. has been formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a prosecuting attorney; and
 - b. the incident for which he/she has been charged occurred on other than school property, and
 - c. under circumstances in which the student would not already be subject to the rules and regulations of the Gadsden County Schools; and
 - d. the incident would have an adverse impact on the educational program, discipline or welfare of the school in which the student is enrolled.
2. If the principal proposes a felony transfer, he/she will, in accordance with Section 1006.09(2), Florida Statutes, conduct an administrative hearing for the purpose of determining whether or not the student should be assigned to an alternative program pending determination of his/her guilt or innocence, or the dismissal of the charge, by a court of competent jurisdiction. The following procedures shall be followed if the principal proposes a felony transfer.
 - a. Upon receiving proper notice that a student has been formally charged with a felony or with a delinquent act which would be a felony if committed by an adult, the principal shall notify the parent/guardian of the student, in writing of the specific charges against the student and of the right to a hearing.
 - b. Such notice shall set a date for the hearing which shall not be less than two (2) school days nor more than five (5) school days from date of postmark or delivery. It shall also advise the parent/guardian of the conditions under which a waiver of discipline may be granted.* A hearing can be held without the attendance of the parent/guardian after proper notification.

***Waiver of Discipline:**

Any pupil who is subject to discipline or expulsion for unlawful possession or use of any substance controlled under chapter F.S. 893, may request a waiver of the discipline code:

 - i. If the pupil divulges information leading to the arrest and conviction of the person who supplied such controlled substance to him/her, or if the pupil voluntarily discloses his/her unlawful possession of such controlled substance prior to his/her arrest. Any information divulged which leads to such arrest and conviction is not admissible in evidence in a subsequent criminal trial against the pupil divulging such information, or
 - ii. If the pupil commits himself/herself, or is referred by the court in lieu of sentence, to a state licensed drug abuse program and successfully completes the program. Florida Statutes 1006.09.
3. The hearing shall be conducted by the principal, or designee, and may be attended by the student, the parent/guardian, the student's representative or counsel, and any witnesses requested by the student or the principal.
4. The student may speak in his/her own defense, may present any evidence indicating his/her eligibility for waiver of disciplinary action, and may be questioned on his/her testimony. However, the student shall not be threatened with punishment or later punished for refusal to testify.
5. In conducting the hearing, the principal/designee shall not be bound by rules of evidence or any other courtroom procedure and no transcript of testimony shall be required.

6. Following the hearing, the principal shall provide the student and parent/guardian with a decision, in writing, as to whether or not student transfer for felony charges will be made, and if so, the effective date of such transfer. In arriving at this decision, the principal shall consider the conditions under which a waiver of discipline may be granted, and may grant such a waiver when she/he determines such action to be in the best interests of the school and the student.
7. If the court determines that the pupil did commit the felony or delinquent act which would have been a felony if committed by an adult, the principal may recommend that the student be expelled. This expulsion, however, shall not affect the delivery of educational services to the pupil in any residential, nonresidential, alternative, daytime, or evening program outside of the regular school setting. (F.S. 1006.09)
7. If a student is convicted or is found to have committed, a felony or a delinquent act, which would be a felony if committed by an adult, regardless of whether adjudication is withheld, participation in interscholastic, athletic, and extra-curricular activities will be withheld.
8. Pursuant to Florida law pertaining to a lawful arrest, if a student commits a delinquent act or violation of law which would be a felony if committed by an adult or involves a crime of violence, after the arresting authority notifies the district school superintendent, or the superintendent's designee, the information must be released within 48 hours after receipt to appropriate school personnel, including the principal of the child's school, or as otherwise provided by law. The principal must immediately notify all the child's assigned classroom teachers.

SUSPENSION/EXPULSION

Suspension, also referred to as out-of-school suspension, is the temporary removal of a student from all classes of instruction on public school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee for a period not to exceed ten (10) school days. F.S. 1003.01 During the suspension, the student is remanded to the custody of the parent/guardian with specific homework assignments for the student to complete.

Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the School Board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

1. The principal must follow all procedures for suspensions/expulsions. Only the School Board can expel students.
2. If a student is suspended or expelled from school, the student will not be allowed to attend any other school or school activity in the district until the time of suspension or expulsion has ended, or the School Board or the Superintendent has assigned an alternative setting. Failure to adhere to this rule could result in the extension of the suspension/expulsion and/or arrest.
3. Computerized records must be kept on all disciplinary actions that involve suspension/expulsion, and alternative placement.
4. The following are procedures for suspension:
 - a. Before suspending a student, the principal/designee will investigate the alleged offense, giving the student a chance to tell his/her side of the story and obtain written statements from witnesses, if appropriate.
 - b. When a student is suspended from school, an immediate attempt will be made to contact the parent/guardian(s). The student, the parents/guardians, and the Superintendent will be sent written notice (suspension form) within twenty-four hours.
 - c. The suspension by the principal may not be for more than ten days. No student will be suspended for more than five days without a school hearing which will adhere to the following procedures:

- i. A suspension form will be completed giving the date for the hearing (usually on the third or fourth day of the suspension), and it will also include the time, place, and the purpose for the hearing.
- ii. The hearing will be video and/or audio taped.
- iii. The student may bring witnesses to speak for him/her, ask other witnesses questions, and tell his/her side of the story.
- iv. This hearing should include the student and his/her parent/guardian(s) and may also include teachers, administrators, guidance counselors, school psychologists, and/or others as appropriate.
- v. Decisions will be based on the information presented.
- vi. At the end of the hearing, the principal will tell the student and the parent/guardian(s) verbally and later in writing what he/she has decided to do about the misbehavior. The Principal may extend the suspension up to 10 days.

5. The following are procedures for an expellable offense:

- a. When a student commits an expellable offense (see Zero Tolerance Policy), the Principal/Designee investigates. If after the investigation it is deemed necessary to continue the expulsion process, the Principal/Designee notifies:
 - i. parent/guardian of suspension and sets a hearing date (hand delivered)
 - ii. the District Office
 - iii. ESE, ESOL and School Psychologist (if appropriate)
- b. At the school hearing the following will be present:
 - i. student
 - ii. parent/guardian
 - iii. school personnel
 - iv. district personnel
 - v. witnesses
 - vi. other appropriate personnel
- c. The following guidelines will be adhered to at the school hearing:
 - i. The Principal/Designee will chair the hearing.
 - ii. All information discussed will be recorded.
 - iii. Everyone involved in the incident may give his/her side of the story.
 - iv. All pertinent information will be discussed including the student's discipline, attendance, and academic records and other significant information such as police and witness reports.
 - v. The recommendations of the Principal/Designee may also include, but not be limited to, alternative programs, counseling, community service, drug and rehabilitative treatment centers, extended suspension, and expulsion.
 - vi. If expulsion is recommended to the Superintendent, the suspension is extended for a total of 10 days. The parent/guardian is notified of the date of the School Board Meeting.
 - vii. The parent/guardian has the right to request a School Board Hearing prior to the School Board Meeting.
- d. If the Superintendent concurs with the Principal's decision, he will make a recommendation to the School Board. If the Superintendent does not agree with the expulsion recommendation, the student will be allowed to return to school.
- e. All recommendations for expulsion are placed on the School Board agenda for final action. The Superintendent will give to the Board, prior to the School Board meeting, background information on the student. The Board will act upon the recommendation of the Superintendent. The principal

making the recommendation for expulsion must be present when the case goes before the School Board .

CORPORAL PUNISHMENT

Corporal punishment is prohibited.

REASONABLE FORCE

Florida Statute 1003.32(1) authorizes teachers and other instructional personnel to use reasonable force to protect himself/herself or others from injury. The Department of Education has defined reasonable force as, “appropriate professional conduct including physical force as necessary to maintain a safe and orderly environment.” The Department of Education has clarified that school personnel do have the right and the authority to protect against: conditions harmful to learning, self, and others. Note: Florida Statute 1006.11(2) further provides that a principal, teacher, other staff members, or bus driver shall not be civilly or criminally liable for any action carried out in conformity with School Board rules regarding the control, discipline, and expulsion of students, except in the case of excessive force or cruel & unusual punishment.

COLLECTION OF EVIDENCE / SEARCH AND SEIZURE

The right of students as citizens to be free from unreasonable search shall be preserved in the schools. However, the principal or designee has the right to collect evidence as necessary to provide for the safe and orderly operation of the school and all of its functions. These may include, but not be limited to, the following measures:

1. **General Search:** In all cases of search the responsible school officials shall maintain an accurate written summary of the events surrounding the search incident.
2. **Lockers:** Lockers remain the property of the school and are provided to students without charge. The rights of personal property, however, as well as the rights of the school, must be afforded consideration. The school principal or his designee is authorized to open lockers in the presence of another witness and to examine their contents to include personal belongings of students when such person has reasonable suspicion to believe that the contents threaten the safety, health, or welfare of any student or include property stolen from the school personnel or other students. This policy does not preclude administrators from being able to randomly search lockers. Appropriate notices will be posted to this effect.
3. **Personal Search:** With reasonable suspicion, the administrator/designee may conduct a personal search of a student. Personal search may include: emptying of pockets, removal of shoes and socks, and removal of jacket. **FRISKING AND STRIP SEARCHES ARE PROHIBITED.**
4. **Use of Metal Detectors:** As part of an overall plan to protect the health, welfare, safety, and lives of students, faculty, staff, and visitors to the public schools, and to enforce provisions of the Code of Student Conduct, metal detectors may be used to scan and screen for firearms, imitation firearms, and other weapons which have no place in public schools due to the fact that they are life threatening, cause bodily harm, and have adverse and disruptive effects on the educational process.
5. **Search of Vehicles:** Any motor vehicle parked on school property may be searched by the site administrator or designee with reasonable suspicion. Appropriate notices will be posted to this effect.

6. Use of Video Cameras: For the health, welfare, and safety of students, faculty, and staff, video cameras may be used on school buses and in school facilities as appropriate.
7. Drug-Sniffing Dog: In searching for illegal objects or substances in students' lockers or other school areas, a trained drug-sniffing dog may be used. The search procedure shall consist of the following:
 - a. Contact the Superintendent or his designee for approval.
 - b. The search will be conducted to avoid contact between students and the dog.
 - c. Contact the local law enforcement office and obtain a certified officer and a certified drug-sniffing dog, if drugs are suspected.

AUTHORITY OF THE SCHOOL BUS DRIVER

1. The principal/designee gives to the bus driver authority to control students to and from school or on school trips. Any student who misbehaves may be reported to the principal.
2. The bus driver will not suspend a student from riding the bus, spank a student, or put a student off the bus at any place other than his regular stop. However, students' that have written permission from a parent/guardian and the request has been approved by the principal or designee may be transported to an alternate stop provided the bus has sufficient occupancy. If there is an emergency on the bus because of student behavior, the bus driver must take care of the emergency and protect the students on the bus. The bus driver will immediately report the incident to the proper authority.

MISCONDUCT ON SCHOOL BUSES

If a student misbehaves on the school bus, the bus driver may report the misbehavior to the principal. The principal may suspend the student from riding the bus for no more than ten (10) school days per offense. Please note: If ESE students do not get a ride to school during the bus suspension, the suspension will count towards the maximum allowable ten (10) day school suspension for the year. If the suspension is for more than five (5) days, a hearing is required. The School Board may change the suspension to an expulsion from the school bus. The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

BUS OFFENSES

MINOR OFFENSES

- Shouting/loud talking
- Eating / drinking
- Littering
- Holding hand/head outside of the bus

Actions To Be Taken

- **BUS DRIVERS' INTERVENTIONS (use one or more)**
- Conduct a conference with the student.
- Assign a new seat assignment.
- Write a referral and give it to an administrator.

▪ **ADMINISTRATORS' INTERVENTIONS**

- 1st referral: Notify parents/guardians and have a conference with the student.
- 2nd referral: 1- 3 days off bus
- 3rd referral: 3 days off bus
- 4th referral: 5 days off bus (**Hearing Requested**)

MAJOR OFFENSES

- Being out of seat when bus is in motion
- Using foul language/ racial slurs
- Defacing property
- Throwing objects
- Holding hand/head outside bus while in motion
- Fighting
- Distracting the bus driver with deviant behavior

Actions To Be Taken By Administrators

- Restitution is paid by the student/parent/guardian.
- 1st referral: 1-3 day off bus
- 2nd referral: 3-5 days off bus
- 3rd referral: 5 days off bus
- 4th referral: 5 days off bus (**Hearing Requested/expulsion considered**)

The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

ZERO TOLERANCE ON THE BUS

- Threatening/assaulting the driver
- Possessing weapons / **Imitation of Weapons**
- Possessing/using drugs/alcohol

**ENROLLMENT OF STUDENTS EXPELLED/DISMISSED
FROM OTHER SCHOOL DISTRICTS OR PRIVATE SCHOOLS**

The records of students seeking to enroll in Gadsden County Public Schools, who have been assigned to an alternative school by another public school district, a private school, or a charter school, must be reviewed by the Superintendent or Designee, Coordinator of DropOut Prevention, and the Principal of Alternative Education. The student will be assigned to the district alternative school or a reentry program for the period of time as determined to be appropriate.

The records of students seeking to enroll in Gadsden County Public Schools who are currently being recommended for expulsion or dismissal, or who have been expelled or dismissed from another public school district, a private school, or a charter school, must be reviewed by the Superintendent or Designee, Coordinator of DropOut Prevention, and the Principal of Alternative Education. The student will be assigned to the district alternative school or other alternative school program or a reentry program for a period of time as determined to be appropriate.

If a final order of expulsion has been imposed upon the student from a previous school/district, the Superintendent or Designee, Coordinator of DropOut Prevention, and the Principal of Alternative Education may choose to:

1. honor the expulsion or dismissal of the student from the previous school/district;
2. assign the student to a district alternative school; or
3. assign the student to a zoned school of attendance.

GLOSSARY

Abuse of property/minor vandalism - to use wrongly or improperly, or to maltreat any school equipment or property, including school buses.

Aggravated battery - Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery.

Alcohol possession, use, sale, storage, or distribution - having on one's person or within one's personal property or under one's control by placement of and knowledge of the whereabouts or reasonable belief that one has assimilated, or reasonably appears, in the judgment of appropriate school officials, to be under the influence of any alcoholic substance

Armed robbery - the taking of money or other property which may be the subject of larceny from the person or custody of another, with intent to either permanently or temporarily deprive the person or the owner of the money or other property, when in the course of the taking there is the use of force, violence, assault, or putting in fear; with the use of a firearm, imitation firearm, or other deadly weapon

Arson - to willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damage or cause to be damaged: any dwelling, whether occupied or not, or its contents; any structure, or contents thereof, where persons are normally present; and any other structure that the person knew or had reasonable grounds to believe was occupied by a human being

Articles disruptive to school - to possess, display or use anything that is disruptive to the general peace and welfare of a school center, school bus, or a school sponsored activity

Assault - an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so which creates a well-founded fear in such other person that such violence is imminent. (F.S 784.011)

Assault on school board employee - any intentional, unlawful threat, by word or act, to do violence to a school board employee, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

Attempted criminal act against a person - any person who attempts to commit, or who solicits another to commit, or who agrees, conspires, combines, or confederates with another person or persons to commit the offense of a battery against another person or persons, and in such attempt does any act toward the commission of such offense, but fails in the perpetration or is intercepted or prevented in the execution of the offense

Battery (BAT)-Level I - (physical attack/harm) The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in more serious bodily injury. (To distinguish from Fighting, report an incident as Battery only when the force or violence is carried out against a person who is not fighting back.) Law enforcement must be notified.

Battery or aggravated battery on a school board employee - a battery or aggravated battery on any elected official or school district employee whether it is committed on school property, on school sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business

Bomb threat - intentionally making a false report to any person concerning the placement of any bomb, dynamite, explosive, or arson-causing device

Breaking and entering/burglary - the unlawful entry into a building or other structure with the intent to commit a crime

Bullying - Systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including

any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

- a. Unwanted teasing;
- b. Social Exclusion;
- c. Threatening;
- d. Intimidation;
- e. Stalking;
- f. Cyberstalking;
- g. Cyberbullying;
- h. Physical violence;
- i. Theft;
- j. Sexual, religious, or racial harassment;
- k. Public humiliation;
- l. Rumor or spreading falsehoods; or
- m. Destruction of school or personal property.

Bus disruption - behavior that disrupts and/or distracts the driver from safely operating the school bus

Cheating (copying work of another, using materials not authorized to use - copying of anyone else's work or cheating on any test or assignment

Chemical/hazardous material - Any chemical compounds or dangerous materials that may be used to cause harm or vulnerability to any person(s).

Computer misuse/inappropriate use of e-mail/internet - the inappropriate use of a computer, including, but not limited to, breaking into restricted accounts or networks, modifying, or destroying files without permission, illegally copying software, and entering or distributing or printing unauthorized files; accessing or entering unauthorized internet sites; distributing inappropriate electronic messages

Confrontation/tussle - a verbal confrontation, struggle, or scuffle involving more than one person; pushing, shoving, pulling, etc. that has the propensity to escalate into a fight

Contraband, non-criminal - possession and/or use of items or contraband designated by the school as inappropriate materials such as portable paging devices, beepers, portable cellular telephones, etc.; these will be confiscated

Corporal punishment - Paddling by the principal/designee on the student's buttocks.

Criminal assault on a student/person - any intentional, unlawful threat, by word or act, to do violence to another person, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

Criminal battery on a student/person (non-School Board Employee) - an actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual, including child abuse; the malicious and unprovoked physical attack by an aggressor upon another person

Destructive device - A destructive device is any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage (F.S. 790.001(4)).

Disobedient/open defiance/insubordination - refusal or failure to obey, marked by resistance to authority; the flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority

Disobeying rules on the school bus - violation of the posted or written rules of conduct for the bus that is not necessarily a disruptive behavior; e.g.: not in assigned seat, eating or drinking on the bus

Disorderly conduct/disruption of school - any act which substantially disrupts the orderly conduct of a school function, behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others

Disrespectful language - written or verbal remarks or gestures that show a lack of respect, rudeness or are inappropriate; The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons

Disruptive behavior - behavior by its nature disrupts the educational process, but is not criminal.

Disruptive play - non-confrontational activity that is not appropriate in a school setting and is disruptive to the educational process; engaging in rowdy, rough behavior that interferes with the safe and or purposeful order of a school; e.g.: horseplay, chasing another student in the hallway of classroom, etc.

Dress code violation - to dress in a manner that would constitute a disruption in the school, create a safety hazard or exhibit impropriety; violations of the school dress code

Drug paraphernalia use, sale, storage, or distribution - to possess, use, sale, store, or distribute any equipment, device, or equipment used for the purpose of preparing or taking drugs

Drug Use/Possession Excluding Alcohol (DRU)-Level III - (illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

Due process - A student has the right to a fair, reasonable, and impartial hearing for a broken or disobeyed rule. [F.S 1006.07]

Explosive (F.S. 790.001 (5)) - any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators; but not including:

(a) Shotgun shells, cartridges, or ammunition for firearms;

(b) Fireworks as defined in s. 791.01(4)(a); means and includes any combustible or explosive composition or substance or combination of substances or, except as hereinafter provided, any article prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration, or detonation. The term includes blank cartridges and toy cannons in which explosives are used, the type of balloons which require fire underneath to propel them, firecrackers, torpedoes, skyrockets, roman candles, dago bombs, and any fireworks containing any explosives or flammable compound or any tablets or other device containing any explosive substance.

(c) Smokeless propellant powder or small arms ammunition primers, if possessed, purchased, sold, transported, or used in compliance with F.. 552.241;

Explosive devices possession, use, sale, or distribution (not firecrackers, fireworks) - an explosive is any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators

Expulsion - Removal of the right and obligation of a student to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance. Expulsion can also mean alternative placement.

Extortion/blackmail/coercion - the use of threat or intimidation to obtain anything of value from another person, including, but not limited to, money

Extracurricular - any school-authorized or education-related activity occurring during or outside the regular instructional school day. [F.S. 1006.15]

FLAKKA – Synthetic drug that can be snorted, smoked, injected or swallowed. This designer drug is sweeping the State of Florida.

Failure to comply with class/school rules - violation of specified posted or written school or class rule that is not necessarily a disruptive behavior; e.g.: repeatedly chewing gum, repeatedly tardy for class, etc.

False fire alarm/911 call - whoever, without reasonable cause, by outcry or the ringing of bells, or otherwise makes or circulates, or causes to be made or circulated, a false alarm of fire or 911 call

False report involving school, school personnel’s property, school transportation or school sponsored activity- Making a false report with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, or other deadly explosive.

Fighting - mutual participation in a hostile, physical encounter; mutual participation in an altercation involving physical violence

Firearm - means any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. The term "firearm" does not include an antique firearm unless the antique firearm is used in the commission of a crime. [F.S. 790.001(6)]

***Firearm, possession, use, or sale of** - Possession, use, or sale of any firearm, on school property, school-sponsored transportation or during a school-sponsored activity. A firearm, is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. [F.S. 790.001(6)]

Fireworks/firecrackers - possession, use, sale, storage, or distribution of fireworks or firecrackers or associated devices

Forgery of a document or signature - to fashion or reproduce for fraudulent purposes

Gambling - one who participates in games of chance or skill for money or profit

Grievance procedure - The process of filing appropriate forms resulting from a complaint filed by a student. Forms may be obtained from the principal.

Harassment - Any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
2. Has the effect of substantially interfering with a student’s educational performance, or employee’s work performance, or either’s opportunities, or benefits;
3. Has the effect of substantially negatively impacting a student’s or employee’s emotional or mental well-being; or
4. Has the effect of substantially disrupting the orderly operation of a school.

Hazing - to persecute or harass with meaningless, difficult, or humiliating tasks whether its mental and/or physical.

Homicide/murder - the unlawful killing of a human being; and manslaughter – the killing of a human being by the act, procurement, or culpable negligence of another, without lawful justification. Law enforcement must be notified.

Illicit drug - A drug not allowed by law, custom, rule, etc.

Imitation firearm – Any toy gun, replica of a firearm, air-soft gun that fires nonmetallic projectiles, or other device that is so substantially similar in coloration and overall appearance to a firearm.

Inappropriate activity - any activity that is disruptive and/or inappropriate in a school setting that does not fit into another category

Intentionally striking a staff member intervening in a fight - intentionally striking or violently struggling with a staff member intervening in a fight or confrontation

Kidnapping or abduction - forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against their will and without lawful authority, with intent to hold for ransom or reward or as a shield or hostage; commit or facilitate commission of any felony; inflict bodily harm upon or to terrorize the victim or another person. Law enforcement will be notified.

Leaving School Grounds without permission - unauthorized leaving of the school grounds

Lying/misrepresentation - intentionally providing false or misleading information to, or withholding valid information from a school staff member

MDMA/”Molly” – Methylenedioxy-methamphetamine is a pure form of an ingredient found in Ecstasy.

Motor vehicle theft - theft or attempted theft of a motor vehicle; anything that is self-propelled

Obscene, lewd, or inappropriate act - the use of oral or written language, electronic messages, pictures, objects, gestures, or engaging in any physical act considered to be offensive, socially unacceptable, or not suitable for an educational setting

Other potentially dangerous weapons/items - any instrument or object, other than firearms or knives, deliberately used to inflict harm on another person, or used to intimidate any person

Out of Assigned Area - out of assigned area without permission and/or in a restricted access area without permission

Permissible absence - An absence which has the sanction of the parents/guardians and the school. This may include activities such as an individual educational trip or other extenuating circumstance. Any such individual educational trip must be planned by the parent/guardian and teacher, and a written report of the trip must be presented to the teacher. Work missed may be made up by the student.

Petty theft/stealing 1 (\$0-\$10) - the unlawful taking, carrying, or lending of property less than \$10.00 in value from the possession or constructive possession of another person

Petty theft/stealing 2 (\$10 -\$25) - the unlawful taking, carrying, lending, or riding away of property more than \$10, but less than \$25 in value from the possession, or constructive possession of another person

Petty theft/stealing 3 (\$25-\$50) - the unlawful taking, carrying, lending, or riding away of property more than \$25, but less than \$50 in value from the possession, or constructive possession of another person

Physical aggression (not involving law enforcement) - the intentional physical aggression of one party against another person such as pushing, punching, or striking

Plagiarism - The unauthorized use of someone else’s material, which is then presented as being the result of the plagiarist’s own primary research, creative impulse or insight. Plagiarism technically encompasses the borrowing of ideas of others, as well as their exact words or allowing one’s own personal work or homework to be copied

Possession/use of tobacco products - possession, use, sale, storage, or distribution of tobacco products on school district property

Profane/obscene language - abusive, profane, obscene, or vulgar language (verbal, written, or gestures) or conduct in the presence of another person

Prohibited items - An item prevented by law or by an order.

Public display of affection - engaging in overtly amorous contact or language not appropriate in a school setting

Robbery - the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and /or by putting the victim in fear

Synthetic Drug - substances that mimic marijuana, cocaine and other illegal **drugs** are making users across the nation seriously ill, causing seizures and death.

Sexual battery (attempted or actual forcible penetration) - forced- oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object. Law enforcement must be notified.

Sexual harassment - any slur, innuendo, or other physical conduct reflecting on an individual's gender which has the purpose of creating an intimidating, hostile, or offensive educational work environment; has the purpose or effect of unreasonably interfering with an individual's work or school performance or participation; or otherwise affects an individual's educational opportunities; sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature

Sexual misconduct - engaging in a sex act or physical conduct of a sexual nature; the unlawful sexual intercourse, sexual contact or other unlawful behavior or conduct intended to result in sexual gratification without force or threat and where the victim is capable of giving consent

Stealing more than \$50 - the unlawful taking, carrying, leading, or riding away of property more than \$50, in value from the possession or constructive possession of another person or entity (meaning school)

Suspension - Removal of students from their regular school program for a period not to exceed 10 school days. Pursuant to Florida Statute 1006.09, no student who is required by law to attend school shall be suspended for unexcused absence or truancy.

Tardiness, Habitual - consistently late to class or school

Tear gas gun or chemical weapon or device - any weapon of such nature, except a device known as a "self-defense chemical spray." "Self-defense chemical spray" means a device carried solely for purposes of lawful self-defense that is compact in size, designed to be carried on or about the person, and contains not more than two ounces of chemical. [F.S. 790.001(3)(b)]

Threat against school, school personnel's property, school transportation or school sponsored activity - Threatening to throw, project, place, or discharge any destructive device with intent to do bodily harm.

Threat, non-criminal - a threat (less serious than assault) by word or act to do violence to another person or his/her property; e.g.: "You better watch your back", "I'm going to get you after school."

Trespassing - to enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion, employees not required by their employment to be at the particular location; and unauthorized persons who enter or remain on campus or school district facility or sponsored activity after being directed to leave

Truancy/Unexplained Absence - An absence from class or school that the reason or excuse is inadequate or does not meet the criteria for an excused absence

Unauthorized possession or use of prescription medication - to possess, use, sell, store, or distribute or be under the influence of any substance which requires a physician's prescription, or any over-the-counter medication without parent/guardian approval and school notification

Unauthorized sale/distribution of materials (non-criminal) - unauthorized selling or distributing of materials not generally considered illegal; e.g.: candy

Unexcused absence - An absence which does not have the approval of the school, or which is due to disciplinary action against the student. Ordinarily, in such case, the work missed may not be made up by the student for credit.

Unintentionally striking a staff member intervening in a fight - unintentional striking or violently struggling with a staff member intervening in a fight or confrontation

Unknown weapon possession - type of instrument or object unknown at the time of the report

Unserviced detention (extended) - unexcused absence from a scheduled extended detention

Unserviced detention (regular) - unexcused absence from a scheduled regular detention

Unserviced detention (Saturday) - unexcused absence from a scheduled Saturday detention

Use of intoxicants - the inappropriate use of intoxicants, including but not limited to, glue, solvents, butane, and whipped cream, for the purpose of obtaining a mood-modifying experience

Vandalism more than \$100 (includes time and labor) - the willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, including bus seats and buses, without the consent of the owner or the person having custody or control of it. This includes graffiti.

Weapon - A weapon may be, but is not limited to, any firearm, any explosive or destructive device, any knife, razor blade or box cutter, any dirk (dagger), metallic knuckles, slung shot (a small mass of metal, stone, sand, or similar material fixed on a flexible handle, strap, or the like, used as a weapon.), billie [billie (also spelled billy) club, night stick, a stick of less than arm's length, usually made of wood, plastic, or metal], tear gas gun, chemical weapon or device, or other deadly weapon except a firearm or a common pocketknife, plastic knife, or blunt-bladed table knife [F.S. 790.001(13)] or any item used with intent to cause bodily harm to another individual.

Weapon/knife possession - the possession of any knife that may inflict harm on another person, or be used to intimidate another person, including, but not limited to, fixed blade knives, folding knives, switch blade knives, and common pocket knives or any item used with intent to cause bodily harm to another individual.

APPENDICES

Gadsden Public School District

Declaration of Intent to Terminate School Enrollment



"Putting Children First"

Compulsory Attendance Requirements

- All youths between the age of 6 and under 18 (under 16) per Florida statute 1003.21 must attend school.
- Students aged 16 and 17 are not required to attend school when and if a FORMAL DECLARATION OF INTENT TO TERMINATE SCHOOL ENROLLMENT FORM AND DOE EXIT SURVEY is on file with the district, and must be completed by Parent/Guardian and Student.

These forms are available with the Guidance Counselor at your child's school.

Roger P. Milton, Superintendent of Schools
35 Martin Luther King, Jr.
Boulevard
Quincy, Florida
32351

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

**Florida Department of Education
Exit Interview Student Survey**

School Name _____ School District _____

Student Name _____ Student DOB _____

Grade Level _____ Date _____

Directions: Please circle the response that best describes your experience or provide a description of your experience in the space provided.

1. Which of the following best describes your **primary** reason for terminating school enrollment?

- | | |
|--|--------------------------------------|
| A. Classes were not interesting/bored | K. Student-teacher conflict |
| B. Missed too many days and could not catch up | L. Employment/have to work full-time |
| C. Did not like school | M. Friends dropped out |
| D. Failing classes/couldn't keep up with school work | N. Failed to pass FCAT |
| E. Illness | O. Intimidated/Threatened/Bullied |
| F. Became a parent | P. Migrant |
| G. Getting married | Q. Homeless |
| H. Felt like I did not belong | R. Family Problems |
| I. Suspended from school often | S. Other |
| J. Expelled from school | |

2. Which of the following best describes your **secondary** reason for terminating school enrollment?

- | | |
|--|--------------------------------------|
| A. Classes were not interesting/bored | K. Student-teacher conflict |
| B. Missed too many days and could not catch up | L. Employment/have to work full-time |
| C. Did not like school | M. Friends dropped out |
| D. Failing classes/couldn't keep up with school work | N. Failed to pass FCAT |
| E. Illness | O. Intimidated/Threatened/Bullied |
| F. Became a parent | P. Migrant |
| G. Getting married | Q. Homeless |
| H. Felt like I did not belong | R. Family Problems |
| I. Suspended from school often | S. Other |
| J. Expelled from school | |

3. What would have improved your chances of staying in school? (Circle all that apply.)

- A. Opportunities for real-world learning (internships, service learning)
- B. Better teachers
- C. Smaller classes
- D. More individualized instruction
- E. Better communication with your teachers
- F. Better communication with your parents
- G. Increased parental involvement
- H. Less freedom and more supervision from parents
- I. Less freedom and more supervision from school officials
- J. Other

4. What actions did your school personnel take to keep you enrolled in school? (Circle all that apply.)

- A. Provided student counseling
- B. Scheduled a conference with parent(s), guardian(s), student, and school staff
- C. Discussed and offered options for tutoring
- D. Discussed the consequences of dropping out
- E. Discussed and offered options for continuing education in a different environment (e.g., Adult Education, home school, virtual school, hospital homebound)
- F. Discussed and offered alternative options for graduation (e.g., diploma options, GED Exit Option or GED Testing)
- G. Conducted home visits
- H. Referred student to agencies/programs to address problems interfering with school success (e.g., substance abuse counseling, psychological counseling, family counselor)
- I. Discussed and offered participation in a credit recovery course/program
- J. Discussed and offered access to Dropout Prevention Program(s) (e.g., alternative education, disciplinary, teenage parent)
- K. Tracked student progress (by teacher, counselor, social worker, graduation coach, etc.)
- L. Changed or revised course schedule
- M. Implemented intervention contracts (e.g. attendance or behavior)
- N. Student reported that school staff took no action
- O. Other

Please check and sign below to certify that each of the following statements was addressed by school personnel.

I am at least 16 years of age and it is my intent to terminate my school enrollment. I received counseling from a guidance counselor or other school personnel which addressed the following:

- Terminating school enrollment prior to graduation will likely reduce my potential earnings and negatively affect my career options.
- Termination of school enrollment will result in the revocation/denial of my driving privileges until age 18.
- My reasons for leaving school prior to graduation.
- Possible actions that could keep me from leaving school prior to graduation.
- Options for continuing my education in a different environment, e.g., Adult Education or GED testing.
- For Bright Futures eligibility, GED students must complete credit requirements before taking GED exam.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____
(if student is under 18 years of age)

School Personnel Signature: _____ Date: _____

Optional:

1. What is the highest level of education completed by your maternal parent/guardian? (circle one)

Elementary Middle School High School College Graduate School Unknown

2. What is the highest level of education completed by your paternal parent/guardian? (circle one)

Elementary Middle School High School College Graduate School Unknown

**Florida Department of Education
Exit Interview
(Designated School Personnel)**

To be completed by school guidance counselor or other school personnel:

School Name _____ School District _____

Student Name _____ Withdrawal date: __/__/__

Grade Level _____ Student ID# _____

Student DOB _____ School Transcript (*Please Attach*)

What is the *primary* reason the student is terminating school enrollment? (check one)

- | | | |
|---|---|--|
| <input type="checkbox"/> Classes not interesting | <input type="checkbox"/> Marriage | <input type="checkbox"/> Employment |
| <input type="checkbox"/> Student/teacher conflict | <input type="checkbox"/> Parenting | <input type="checkbox"/> Suspended too often |
| <input type="checkbox"/> Friends dropped out | <input type="checkbox"/> Illness | <input type="checkbox"/> Homeless |
| <input type="checkbox"/> Failing classes | <input type="checkbox"/> Migrant | <input type="checkbox"/> Truancy/Absenteeism |
| <input type="checkbox"/> Did not like school | <input type="checkbox"/> Expelled | <input type="checkbox"/> Failed to pass FCAT |
| <input type="checkbox"/> Family Problems | <input type="checkbox"/> Intimidated/Threatened/Bullied | |

Other: _____

Was the student in an alternative program prior to withdrawal from school? Yes No
If no, was an alternative program available? Yes No
If yes, describe the alternative program? _____

Had the student received individual counseling prior to this meeting? Yes No
If no, was counseling made available to the student? Yes No

Has a child study team been convened on the student's behalf? Yes No
If yes, please list the interventions taken by the child study team. _____

Was the student involved in school sponsored extracurricular activities? Yes No

Does the student have an IEP or Section 504 Accommodation Plan? Yes No

Has the student received any remediation services in the past two (2) years? Yes No
If yes, please describe the remediation services? _____

What is the average number of days the student was absent over the past two (2) years?
Year 1 _____ Year 2 _____

How many unexcused absences or tardies has the student accumulated over the past two years?

Unexcused Absences: Year 1 _____ Year 2 _____
Unexcused Tardies: Year 1 _____ Year 2 _____

What interventions did the school attempt in response to unexcused absences or tardinesses of the student while enrolled?

- A. Communication between the school/teacher and the family/student
- B. Formal meeting with the parent
- C. Changes to the learning environment
- D. Student counseling
- E. Tutoring
- F. Attendance Contract
- G. Mentoring
- H. Referral to other agencies/services on behalf of family needs
- I. Truancy Petition
- J. Other (Please describe)

Has the student *ever* been suspended? Yes No If yes, how many times? _____

Has the student *ever* been expelled? Yes No If yes, how many times? _____

Is the student eligible for the free/reduced lunch program? Yes No

Does the student plan to earn a GED? Yes No

If yes, inform student, for Bright Futures eligibility, GED students must complete credit requirements before taking GED exam.

Has the student been informed of options for continuing his/her education? Yes No

Has the parent been notified of the student's intent to terminate school enrollment? Yes No

If yes, provide the date of parent notification. _____

The student has identified the following as actions that could be taken to keep them in school.

- A. Opportunities for real-world learning (internships, service learning)
- B. Better teachers
- C. Smaller Classes
- D. More individualized instruction
- E. Better communication with your teachers
- F. Better communication with your parents
- G. Increased Parental Involvement
- H. Less Freedom and more supervision from parents
- I. Less Freedom and more supervision from school officials

Other: _____

Has the student completed the student survey? Yes No

If no, how many attempts did the school make to obtain a completed survey from the student? _____

The following section is included to encourage dropout retrieval efforts.

Three (3) month follow-up: (Please check all that apply.)

Method of contact:

Letter (Level I) Phone call (Level II) Home visit (Level III)

Contact Successful Contact Unsuccessful

Employment status:

Employed full-time Employed part-time Unemployed Unknown

Education status:

Working on GED Earned GED Enrolled in another school (private/vocational) Unknown

Other (Please explain) _____

Did the student return to school following this contact? Yes No

Final contact (prior to start of next school year):

Not applicable: Student returned to school _____/_____/_____

Method of contact:

Letter (Level I) Phone call (Level II) Home visit (Level III)

Contact Successful Contact Unsuccessful

Employment status:

Employed full-time Employed part-time Unemployed Unknown

Education status:

Working on GED Earned GED Enrolled in another school (private/vocational) Unknown

Other (Please explain) _____

Did the student return to school following this contact? Yes No

School Violence: Suggested Prevention By District Safety Committee

School violence can be prevented. Research shows that prevention efforts – by teachers, administrators, parents, community members, and even students – can reduce violence and improve the overall school environment. No one factor in isolation causes school violence, so stopping school violence involves using multiple prevention strategies that address the many individual, relationship, community, and societal factors that influence the likelihood of violence. Prevention efforts should ultimately reduce risk factors and promote protective factors at these multiple levels of influence.

A. What Is a School Crime Watch?

Based on the Neighborhood Watch concept, a school crime watch helps youth watch out for each other to make the entire school area safer and more enjoyable. The school crime watch is a student-led effort that helps youth take a share of responsibility for their school community. Youth who participate in a school crime watch learn how to keep from becoming victims. They also learn the best ways to report suspicious activities or arguments between students before they turn into fights or other disturbances.

B. Planning a Successful Project

For more information on how to plan a successful project, see the National Youth Network's Planning a Successful Crime Prevention Project. This 28-page workbook explains the five steps of the Success Cycle:

- Assessing Your Community's Needs.
- Planning a Successful Project.
- Lining Up Resources.
- Acting on Your Plans.
- Nurturing, Monitoring, and Evaluating.

The workbook includes six worksheets for you to take notes on. You can get a copy of this planning workbook from the Juvenile Justice Clearinghouse, listed in the Resources section.

C. What Are Some Possible School Crime Watch Activities?

Student Patrol Program

A student patrol can be a powerful component of a school crime watch. These groups go beyond traffic safety patrol programs. They look for and report signs of crime and help keep crime off campuses. This moves the program from an informational and teaching posture to one of action. Patrol activities include monitoring halls and parking lots between classes and during lunch. This alone can reduce the number of crime related incidents. In schools with active patrols, crime has dropped 20 to 75 percent. Recognize, however, that if the patrol is not accepted by a majority of students, it can easily be seen as a group of "snitches."

Anonymous Reporting System

Another school crime watch activity is setting up an anonymous reporting system. A reporting system is critical to the success of a school crime watch program. Students should report crime or incidents because they are serious issues, not because they want to get someone they don't like into trouble. If an incident is not reported, it might escalate into a dangerous situation for the students involved. Reporting should be done on an anonymous basis, and all crime watch reports should be kept confidential. Such a reporting system can produce tips on areas to watch on the school grounds and reveal other issues of concern to students.

Crimestoppers International and Youth Crime Watch of America have worked with schools to implement these kinds of programs and can provide you with more specific information..

D. Other Activities for School Crime Watch

Student crime watch programs can perform a number of other activities to promote the overall health of the school. These include: Hosting drug- and alcohol-free parties.

- Sponsoring crime prevention fairs.
- Working with local elementary schools on child safety issues.
- Writing a column about crime prevention for your local or school newspaper.
- Presenting daily or weekly crime prevention tips over the PA system during morning announcements.
- Teaching drug prevention, personal safety, and conflict resolution to peers and younger students.
- Organizing school cleanups.

Resources

For more information, contact one of the following organizations or visit the U.S. Department of Justice Kids Page Web site at www.usdoj.gov/kidspage. This site includes information for kids, youth, parents, and teachers.

Juvenile Justice Clearinghouse

P.O. Box 6000
Rockville, MD 20849-6000
800-638-8736
301-519-5212 (Fax)
Internet: www.ncjrs.org/ojjhome.htm

National Crime Prevention Council

1700 K Street NW., Second Floor
Washington, DC 20006-3817
202-466-6272
Internet: www.ncpc.org

Youth Crime Watch of America

9300 South Dadeland Boulevard, Suite 100
Miami, FL 33156
305-670-2409
305-670-3805 (Fax)
Internet: www.ycwa.org

National School Safety Center

4165 Thousand Oaks Boulevard
Westlake Village, CA 91362
805-373-9977
Internet: www.nsscl.org

Scholastic Crimestoppers International

Larry Wieda
4441 Prairie Trail Drive
Loveland, CO 80537
303-441-3327
303-441-4327 (Fax)
Internet: www.c-s-i.org

Gadsden County School District BULLYING AND HARASSMENT FINAL REPORT FORM

School Personnel Completing Form: _____ Position: _____

Today's date: _____ / _____ / _____ School: _____
Month Day Year

Name of Person Who Reported the Incident (From Reporting Form): _____

Date of Initial Report: _____ Telephone: _____ E-mail: _____

Student Parent/guardian Other (specify) _____

Written Report (form) Verbal Report Online Report Anonymous Report

1. Name of alleged victim: _____ (Please print) Male/ Female: ____ Grade: ____ Age: ____
 Race: _____ Disabled Yes No
 Days absent as a result of the incident: _____

2. Name(s) of alleged offender(s) (If known):	Age	School	Is he/she a student?	Days absent due to incident (Include OSS)
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

(Please print)

INVESTIGATION

3. Parents/legal guardians of all involved were notified after the investigation was initiated. Date _____ Method _____

4. What actions were taken to investigate this incident? (choose all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Interviewed alleged victim Date _____ | <input type="checkbox"/> Interviewed alleged victim's parent/guardian Date _____ |
| <input type="checkbox"/> Interviewed alleged offender(s) Date _____ | <input type="checkbox"/> Interviewed alleged offender's parent/guardian Date _____ |
| <input type="checkbox"/> Interviewed witnesses Date _____ | <input type="checkbox"/> Examined physical evidence |
| <input type="checkbox"/> Witness statements collected in writing | <input type="checkbox"/> Conducted student record review (for past incidents, etc.) |
| <input type="checkbox"/> Reviewed any medical information available | <input type="checkbox"/> Obtained copy of police report |
| <input type="checkbox"/> Interviewed teacher/relevant school staff Date _____ | <input type="checkbox"/> Other (specify) _____ |

5. Nature of Incident: Possible reasons/alleged motives for the bullying incident (choose all that apply – be specific)

- | | |
|--|---|
| <input type="checkbox"/> Because of race | <input type="checkbox"/> Because of physical appearance |
| <input type="checkbox"/> Because of national origin | <input type="checkbox"/> To impress others |
| <input type="checkbox"/> Because of marital status | <input type="checkbox"/> Just to be mean |
| <input type="checkbox"/> Because of gender | <input type="checkbox"/> Past conflicts |
| <input type="checkbox"/> Because of gender identity | <input type="checkbox"/> Retaliation |
| <input type="checkbox"/> Because of religion | <input type="checkbox"/> Because of another reason (specify): _____ |
| <input type="checkbox"/> Because of disability | <input type="checkbox"/> The reason is unknown |
| <input type="checkbox"/> Because of imbalance of power | |

6. Brief summary of incident: _____

7. Where has the alleged bullying/harassment occurred? _____

8. Was a clear threat involved? Yes No What was said _____

9. Frequency and History: Did the alleged bullying occur at regular times/occasions/places? How often? Have any incidents occurred in the past by the same person/people? Any past incidents from a different person/people?

10. Effects of the bullying or harassment incident:

- Disrupted school environment and the educational process
- Physical Harm. Any possible permanent effects? Yes No
- Emotional/psychological harm or discomfort
- Absenteeism
- Damage to reputation and/or relationships
- Other (specify) _____

11. What corrective actions were taken in this case?

Unsubstantiated	Substantiated – Level III
<input type="checkbox"/> Parent contact	<input type="checkbox"/> Parent contact
<input type="checkbox"/> Student conference	<input type="checkbox"/> Behavior/No Contact contract
<input type="checkbox"/> Student warning	<input type="checkbox"/> Suspension from bus – How many days_____
<input type="checkbox"/> Withdrawal of privileges	<input type="checkbox"/> In-school suspension – How many days_____
<input type="checkbox"/> Detention – How many days_____	<input type="checkbox"/> Out-of-school suspension - How many days_____
<input type="checkbox"/> In-school suspension – How many days_____	<input type="checkbox"/> Referral to law enforcement
<input type="checkbox"/> Counseling: Details _____	<input type="checkbox"/> Counseling: Details _____
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other (specify) _____

12. What actions were taken in this case to protect the victim (choose all that apply in both cases of substantiated and unsubstantiated incidents)?

- Safety plan in place
- Monitoring situation
- Schedule change
- Transportation supervision
- Recommended staff the victim can go to if they feel unsafe
- No contact directive
- Additional bullying prevention education delivered
- Following-up meeting in place
- Counseling: Details _____
- Other: _____

13. Parents/legal guardians of all involved were notified that the investigation is complete.

Date _____ Method _____

14. Parents informed of the investigation outcome and the actions taken to protect the victim. Date _____

Informed: By Phone In Parent Conference By Letter

15. Additional pertinent information gained during investigation _____

(Attach a separate sheet if necessary)

16. Physical evidence collected _____

(Attach a separate sheet if necessary)

This allegation is: **Substantiated** **Unsubstantiated**

17. Entered into district discipline system: Yes No

Substantiated
Unsubstantiated

BUL – Bullying or HAR – Harassment
UBL – Unsubstantiated Bullying or UHR – Unsubstantiated Harassment

If unsubstantiated as bullying and/or harassment, what was the infraction? (Examples: Disrespect, Misconduct, Altercation, Intimidation/Threats, Verbal Confrontation, Unauthorized Use of Technology, Other) _____

Investigator Signature: _____ **Date:** _____

****Attach copies of supporting documentation (Bullying/Harassment Report Form, Witness Statement Form, all interview notes, and any physical evidence for your records. Send a copy of this form to Student Services)****

Bullying or Harassment Reporting Form (Rev. 5/13)

This form should be used to report a possible incident of bullying as defined in the Gadsden County School District's Policy Prohibiting Bullying and Harassment.

Any student can report bullying or harassment by talking to an administrator or completing this form and returning it to an assistant principal or principal. This form can be placed in the school's designated drop off spot for anonymous reporting.

PLEASE PRINT

Your name (optional): _____

School: _____

Name(s) of student(s) accused of bullying and/or harassment: _____

Is this the first time you have been bullied or harassed? YES _____ NO _____

If NO, is the bullying by the same person(s) or a different person(s)? _____

Were any of these incidents previously reported? No _____ Yes _____ To whom _____

Where did the incidents happen (choose all that apply)

- On school property At a school-sponsored activity or event off of school property On the computer
 On a school bus On the way to/from school At the bus stop Other: _____

On what dates did the incidents happen? _____

Choose the statement(s) that best describes what happened (choose all that apply)

- Teasing Threat Stalking Theft Cyberbullying
 Social exclusion Intimidation Physical violence Public humiliation Other _____

What did the alleged offender(s) say or do? _____

Were there any witnesses? Yes _____ No _____

Signature of student/employee completing this form (optional): _____ Date _____

Thank you. This report will be followed up in a prompt manner. By completing this form, you are verifying that your statements are true and exact to the best of your knowledge. If you fear a student is in IMMEDIATE danger, please contact a trusted adult right away!

For Office Use Only

Date Received: _____

#45158 SPC96 • 7/13

Bullying Witness Statement Form (Rev. 5/13)

This form must be completed when there is a witness to an incident of alleged bullying. One form must be completed for each witness. All witness statements that relate to one incident should be attached to the Bullying or Harassment Reporting Form.

DATE OF INTERVIEW: _____

WITNESS NAME	WITNESS TITLE (ex. Parent, Student, or Teacher)
VICTIM NAME	
ACCUSED NAME	
PRINCIPAL/SCHOOL	INCIDENT DATE

Describe the location where the incident took place:

Description of incident witnessed:

Did you take any action to intervene? _____ If so, what did you do? _____

Have you witnessed any other bullying/harassing behavior towards the victim before? _____
If yes, was it by the accused or someone different? _____

List any other witness names and grades:

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature of witness

Date

Name of person interviewing witness

Bullying Complaint Report Form

This report **MUST** be completed to file a complaint relating to an incident of alleged bullying (*for the purpose of this form, bullying encompasses bullying, harassment, and discrimination*) and turned in to the school Principal/ designee of the victim's home school or the appropriate area/district office.

PERSON FILING COMPLAINT (last, first, middle)	GENDER M F	GRADE
VICTIM'S NAME (last, first, middle)	GENDER M F	GRADE
ACCUSOR'S NAME (last, first, middle)	GENDER M F	GRADE
SCHOOL SITE (or site where incident occurred)	HOME SCHOOL/DEPT. OF VICTIM	
PRINCIPAL/ADMINISTRATOR	INCIDENT DATE / /	

Describe the location where the incident took place:

Describe the incident:

List all witness names and grades: List evidence of bullying (letters, photos, etc. – attach evidence if possible):

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature of complainant

Date

Name of person receiving Bullying Complaint Form

Date

Be sure to attach any supporting documentation/evidence/investigation.

Action	Agreed to Informal Resolution (Student-Student only)	Formal Resolution	Appeals: Referral to Area Superintendent and/or Appropriate Area/District Administrator
Date			
Outcome			
Signatures			

Thank you. This report will be followed up within 2 school/work days.

If you fear a student is in IMMEDIATE danger, please contact the police immediately!

CLASSROOM BEHAVIOR MANAGEMENT FORM FOR MINOR OFFENSES IN K-12 SCHOOLS

STUDENT _____ I.D. _____ DATE _____
 TEACHER _____ SUBJECT _____ PERIOD _____
 CIRCLE IF APPLICABLE TO STUDENT: ESE _____ ESOL _____

The above student's behavior has been disruptive to the class and inhibits my ability to teach. Specifically, the problem is:

As the classroom teacher, I have taken the following steps to correct the problem:

1st Offense: An **AFTER-CLASS DISCUSSION** was held on _____ with the student regarding the above problem. The student's reaction to the problem and my suggestions for improvement were:

_____ Favorable _____ Unfavorable _____ No reaction

Teacher Signature

Student Signature

2nd Offense: A **FORMAL TEACHER/STUDENT CONFERENCE** was held on _____ at _____
 (DATE) (TIME)

The problem was again discussed, and the student was warned that further misbehavior would result in a referral to the office. The student's reaction to my suggestions for improvement were:

_____ Favorable _____ Unfavorable _____ No reaction

PARENT/GUARDIAN PHONE CONTACT

(Name and No.) _____ was called on _____. The parent/guardian was advised of the problems and the steps taken thus far by me to remedy the problem. The parent/guardian's support was requested. Parent/Guardian reaction was:

_____ Positive _____ Neutral _____ No reaction

3rd Offense: The following **RESOURCE PEOPLE** were consulted:

A. Department/Team Chairman/Leader: The following recommendation/s was made:

B. Guidance Counselor: The following recommendation/s was made:

C. Other: The following assistance was provided:

4th Offense: THE PROBLEM PERSISTS: I request administrative assistance with this student. [**Send this form and the student to the office.**]

Date/Time Student Sent

Teacher signature

White – Office Yellow – Parent/Guardian Pink – Guidance Gold – Referring Teacher

Discipline Incident Form

Gadsden County Public Schools

School

Student #	Student name	Date	Time	Officer #	Reported by	Location
-----------	--------------	------	------	-----------	-------------	----------

Incident Codes:

- AR Arson
- AS Assault, Personnel/Student
- AU Alcohol, Using/ Possession
- BA Battery, Personnel/Student
- BE Breaking & Entering/Burglary
- BU Bullying, Cyber/Physical/Verbal
- DE Defiance/Disrespectful
- ID Disruptive, Classroom/Bus
- DC Disruption on Campus/Major
- DI Driving Infraction
- DU Drugs, Use/Sale/Possession
- ED Electronic Device, School/Bus
- EX Extortion
- FI Instigating a Fight
- FO Fighting

Please check the appropriate infraction and circle the action/category if needed

- FR Failure to Report as Assigned
- HA Harassment, Physical/Sexual/Verbal
- HP Horse-playing, Campus/Bus
- II Inappropriate, Behavior/Clothing/Gesture/Language
- I2 Indecent Exposure
- LS Leaving School Grounds/Activity/Class
- OD Defacing/Destroying Property, School/Student
- SX Sexual, Act/Activity/Battery
- SG Stolen Goods, Possession
- TI Threat, Property/Student/Personnel
- TL Theft, Personnel/School/Student
- TO Tobacco, Using/Possession
- TP Trespassing on School Campus/Activity
- VA Vandalism
- WF Weapon, Possession/Use

Detailed Information:

- A. More Serious B. Less Serious
 Drugs: M- Marijuana N- Non Controlled Substance

Incident needs to be reported to Law Enforcement: yes or no

Weapon: Description _____

of weapons _____
 Student in possession of weapon(s) Yes No
 Student arrested: Yes No

Comments:

Parental Contact

Parent Notification: Personal Contact Phone Message Written Communication

Name of Parent/Guardian: _____ **Phone:** _____

Notes:

Administrative Use Only

Administrative Disposition:

- | | | |
|--|---|--|
| <input type="checkbox"/> BR Bus Suspension | <input type="checkbox"/> DJ Placed in Time-Out | <input type="checkbox"/> DS Saturday Detention |
| <input type="checkbox"/> BS Ban from School Activities | <input type="checkbox"/> DK Require Restitution | <input type="checkbox"/> EX Recommending Expulsion |
| <input type="checkbox"/> DA Changed Assignment | <input type="checkbox"/> DN Assigned Detention | <input type="checkbox"/> IS In-School Suspension |
| <input type="checkbox"/> DG Referred to Guidance | <input type="checkbox"/> DO Work Detail | <input type="checkbox"/> LP Alternative Placement |
| <input type="checkbox"/> DH Conference w/ Student | <input type="checkbox"/> DP Parent Conference | <input type="checkbox"/> OS Suspension from School |

Number of Days: _____ **Beginning Date:** _____ **Return Date:** _____

SWD Student: If the student has received more than ten days of suspension during the current school year a manifestation meeting is required within 10 days.

Please check, if you sent notification to the Director of Exceptional Student Education. (All suspensions requires notification.)

Comment: _____

Action by: _____ Date: _____ Time: _____ Witness: _____

Principal / Asst principal / Dean: _____

Copies: White-Parents Canary-Teacher Pink-Office Gold-Bus Driver

**LETTER OF ACKNOWLEDGMENT
FOR PARENTS/GUARDIANS/GUARDIANS**

PLEASE SIGN THIS FORM AND RETURN TO THE OFFICE OF THE PRINCIPAL

FOR PARENTS/GUARDIANS

I have received a copy of the Gadsden County School Board’s Code of Student Conduct.

I understand that if my child commits or causes any criminal act using any wireless communication device while on school grounds or at any school function, he/she may be subject to disciplinary action by the Gadsden County School Board (F.S. 1006.07).

For each course in which my child has four (4) unexcused absences that are not for one of the legitimate purposes as described in this Code, a grade of “F” will be assigned for that grading period.

Signature of Parent/Guardian

Date

Student’s Name

**LETTER OF ACKNOWLEDGMENT
FOR STUDENTS**

PLEASE SIGN THIS FORM AND RETURN TO THE OFFICE OF THE PRINCIPAL

FOR STUDENTS

I have received a general overview and specific instructions on the contents of the Gadsden County School Board’s Code of Student Conduct.

I understand that if I commit or cause any criminal act using any wireless communication device while on school grounds or at any school function, I am subject to disciplinary action by the Gadsden County School Board (F.S. 1006.07).

For each course in which I have four (4) unexcused absences that are not for one of the legitimate purposes as described in this Code, a grade of “F” will be assigned for that grading period.

Signature of Student

Date

School

[If student is in a primary program and is unable to write his/her name, the teacher may sign the student’s name and must initial his/her (the teacher) name.]

GADSDEN COUNTY SCHOOL DISTRICT
NOTICE REGARDING CODE OF STUDENT CONDUCT
FOR SCHOOL YEAR 2018-2019

In order to conserve resources, schools will not distribute paper copies of the *Code of Student Conduct* (Code) to every student. You can locate an electronic copy of the Code online at the District website at: www.gcps.k12.fl.us. **If you require a paper copy of the Code, please check the box where indicated below, sign and return this sheet, and one will be provided to your child.**

This Code has been adopted to help your son/daughter gain the greatest possible benefit from his/her education; therefore, please read and discuss the Code with your son/daughter. **To request a printed copy of the Code, please sign this sheet and return it to your child's teacher or guidance counselor.**

This form will be kept at the school. Training on the Code of Student Conduct will be provided to all students, teachers and administration during the first month of school.

FAILURE TO RETURN THIS REQUEST FORM WILL NOT RELIEVE A STUDENT OR THE PARENT/ GUARDIAN OF THE RESPONSIBILITY FOR COMPLIANCE WITH THE CODE OF STUDENT CONDUCT OR ACCOUNTABILITY FOR LOSS OR DAMAGE TO GADSDEN COUNTY PUBLIC SCHOOL PROPERTY.

Please check only if you require a paper copy of the 2018-2019 *Code of Student Conduct*. **One (1) copy per household will be provided.**

Please provide a paper copy of the Code

Check here

Name of your child's school

Print Student Name

Student Signature

Date

Print Parent/Guardian Name

Parent/Guardian Signature

Date

FOR DISTRICT USE ONLY

A copy of the Code of Conduct has been printed and returned to _____
 on _____. Please return this request and the paper copy of the Code to the
 parent/guardian of _____.

Signature of District Office Employee