

AGENDA

REGULAR SCHOOL BOARD MEETING

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

September 22, 2015

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

- a. August 25, 2015, 4:30 p.m. – School Board Workshop
- b. August 25, 2015, 6:00 p.m. – Regular School Board Meeting
- c. September 8, 2015, 6:00 p.m. – Final Budget Hearing

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #5**

- a. Personnel 2015 – 2016

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Charter School Financial Reports - **SEE PAGE #8**

Fund Source: General Funds pass through to Charter School
Amount: N/A – presentation information only

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/PROJECT/GRANT APPLICATIONS

- a. Federal Programs Purchase Orders - **SEE PAGE #22**

Fund Source: Federal
Amount: \$44,813.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Vision Services for Exceptional Students - **SEE PAGE #24**

Fund Source: FEFP Dollars
Amount: \$14,500.00 (est.)

ACTION REQUESTED: The Superintendent recommends approval.

- c. Contracted Services with The Gadsden County School Board and Britney Desir, Speech Pathologist of Therapeutic Endeavors, LLC – **SEE PAGE #28**

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

ACTION REQUESTED: The Superintendent recommends approval.

- d. Contracted Service for Dual Enrollment Program – **SEE PAGE #34**

Fund Source: General Fund
Amount: \$21,297.60

ACTION REQUESTED: The Superintendent recommends approval.

- e. Memorandum of Understanding – CIS of Florida – **SEE PAGE #39**

Fund Source: Federal
Amount: \$12,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- f. Gadsden District Instructional Leadership and Faculty Development Grant
SEE PAGE #47

Fund Source Specific Appropriation 104 for Administrator Professional
Development
Amount: \$18,348.00

ACTION REQUESTED: The Superintendent recommends approval.

9. SCHOOL FACILITY/PROPERTY

- a. Repair of HVAC Unit at East Gadsden High School – **SEE PAGE #70**

Fund Source: 340
Amount: \$13,290.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. HVAC Equipment Project at James A. Shanks Middle School/Health Clinic
SEE PAGE #74

Fund Source:420
Amount: \$15,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Roofing Project at James A. Shanks Middle School Health Clinic
SEE PAGE #87

Fund Source: 420
Amount: \$11,320.00

ACTION REQUESTED: The Superintendent recommends approval.

- d. Replace Duct Work at James A. Shanks Middle School/Health Clinic
SEE PAGE #91

Fund Source: 420
Amount: \$14,107.00

ACTION REQUESTED: The Superintendent recommends approval.

- e. Five Year Work Plan – **SEE PAGE #98**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ISSUES

- a. Gadsden County Controlled Open Enrollment Plan – **SEE PAGE #112**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. 2015 – 2016 Gadsden County District Parental Involvement Plan
SEE PAGE #118

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. The 2015 – 2016 SAC Rosters – **SEE PAGE #132**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. District Digital Classroom Plan – **SEE PAGE #158**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- e. Gadsden District K-12 Comprehensive Reading Plan – **SEE PAGE #159**

Fund Source: FEFP

Amount: \$335,949.00

ACTION REQUESTED: The Superintendent recommends approval.

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

- a. Amendment and Updating School Board Policies - **SEE PAGE #258**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

12. FACILITIES UPDATE

13. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

14. SCHOOL BOARD REQUESTS AND CONCERNS

15. ADJOURNMENT

The School Board of Gadsden County

Reginald C. James

SUPERINTENDENT
OF SCHOOLS



"Building A Brighter Future"

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

September 22, 2015

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 2015-2016

The following reflects the total number of full-time employees in this school district for the 2015-2016 school term, as of September 22, 2015.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees September 2015</u>
Classroom Teachers and Other Certified	120 & 130	416.00
Administrators	110	54.00
Non-Instructional	150, 160, & 170	378.00
		<u>848.00</u>

Sincerely,

Reginald C. James
Superintendent of Schools

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

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

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

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

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

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2015/2016**INSTRUCTIONAL**

<u>Annual</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Amin, Roshni	WGHS	Guidance Counselor	08/10/2015
Bryant, Phillip	SSES	Behavior Specialist	08/20/2015
Copeland, Allen	JASMS	Teacher	08/13/2015
Frazier, Sanura	JASMS	Teacher	08/13/2015
Holmes, Ophelia	WGHS	Teacher	09/02/2015
Hurdle, Adam	EGHS	Teacher	08/21/2015
Jarrett, Tondra	JASMS	Teacher	08/24/2015
Jones, Rickardo	HMS	Teacher	09/14/2015
Malone, Renita	GWM	Teacher	08/10/2015
Murphy, Bianca*	GEHS	Teacher	08/11/2015
Nash, Beverly	CPA	Teacher	08/10/2015
Pierr-Ross, Germaine	GEMS	Teacher	08/10/2015
Stephens, Douglas	EGHS	Teacher	08/11/2015
Tedder, Bobby	EGHS	Teacher	08/13/2015
Thomas-Izuagie, Tyler	GWM	Teacher	09/01/2015

*Part Time

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brown, Frances	WGHS	Education Paraprofessional	09/13/2015
Brown, Hazel	HMS	Custodial Asst.	09/08/2015
Brundidge, Tommie	Transportation	Bus Aide	09/16/2015
Butler, John	Transportation	Bus Aide	09/08/2015
Emmons, Doreen	Transportation	Bus Driver	09/08/2015
Green, Dinah	Transportation	Bus Attendant	09/10/2015
Hall, Shyndell	SSES	Ed. Paraprofessional	08/10/2015
Hobbs, James	WGHS	Custodian	08/14/2015
Jones, Trina	Transportation	Bus Aide	09/16/2015
McWhite, Alexis	SSES	Secretary	09/01/2015
Stokes, Demetrius	HMS	Secretary	09/08/2015

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

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>Ending Date</u>
Beavers, Martha	JASMS/Ed. Paraprofessional	08/10/2015	09/21/2015

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Augustin, Ernson	ESE	School Psychologist	08/31/2015
Davis, Tyrone	Transportation	Bus Driver	08/21/2015
Emmons, Doreen*	Transportation	Bus Aide	08/16/2015
Hannah, Brittany	HMS	Secretary	08/27/2015
Hairston, Tunisia	GBES	Teacher	09/15/2015
Harris, Kesandra	ESE	Program Specialist	10/09/2015
Jarrett, Tondra	JASMS	Teacher	09/08/2015
Kuhne, Rachel	HMS	Teacher	09/12/2015
Scanlon, Machele	WGHS	Library/Media Specialist	08/17/2015
Stewart, Jeri	WGHS	Teacher	08/12/2015
Thomas, Leneatris	SSES	Secretary	09/01/2015
Wilson-Montgomery, Latima	GWM	Guidance Counselor	09/07/2015
Wyche, Monique			

*Resigned to accept another position within the District.

RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Levenson, Shirlie	HMS	Custodial Assistant	08/20/2015
Walker, Dorothy	Transportation	Bus Aide	08/21/2015

D.R.O.P. RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
James, Reginald	District	Superintendent	10/01/2015

OUT-OF-FIELD

<u>Name</u>	<u>Location</u>	<u>Out-of-Field Area</u>	<u>No. of Periods</u>
Appelo, Hannah	CES	Library/Media	All Day
Coburn, Katie	SSES	PreK/ESE	All Day
Davis, Javad	SSES	ESE	All Day
Goodson-Wilson, Sandra	GWM	PreK/ESE	All Day
Johnson, Gregory	WGHS	Physical Science	Two
		Chemistry	One
Kent-Toussaint, Cynthia	WGHS	Education Media Specialist	All Day
Kirkland, Nahketah	WGHS	ESOL	One
McNair, Cassandra	HMS	ESE	All Day
Martin, Harold	WGHS	Technology	Three
Milton, Dierra	HMS	Library/Media	All Day
Mims, Harrison	HMS	Reading	All Day
Moore, Tunisia	WGHS	ESE	Two
Nash, Beverly	CPA	Library/Media	All Day
Roberts, Loretta	HMS	ESE	All Day
Sailor, Jasmine	WGHS	ESOL	All Day
Scott, Tawanda	JASMS	Reading	Two
Sink, Alexander	WGHS	Technology	Two
Valentine, Lilliam	WGHS	Spanish	All Day
Wilson-Lewis, Sonya	GRES	Library/Media	All Day

DEATH

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Walker, Annette	GBES	Teacher	08/28/2015

Substitutes

<u>Teacher</u>	<u>Location</u>	<u>SFS</u>
Albrecht-Schmitt, Terri Jo	Summerford, Carolyn	Baskin, Myra
Albritton, Anessa	Thomas, Charise	Brown, Bettye
Barksdale, Brenda	Williams, Mark-Anthony	Copeland, Henry*
Blair, Napeaches		Dixon, Shameka
Brooks, Carolyn		Roberts, Catherine
Bryant, Alice	*SFS & Custodial	Robbins, Margaret
Campbell, Sonya		Smith, Aundrea
Chestnut, Shakina		Williams, Vilie*
Dixon, Shameka		Wright, Charmaine
Forehand, Gwendolyn		
Henderson, Jacqueline		
Jackson, Shareda		
Jones, Kiyonna		
McCloud, Blossie		
Paul, Diane		
Perkins, Jalen		
Pouncey, Jarrod		
Rittman, Dajinae		
Robinson, Deanne		
Scott, Natasha		
Stewart, Phillip		

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: September 22, 2015

TITLE OF AGENDA ITEMS: Charter School Financial Reports

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: To discuss and approve the Charter Schools tentative Fiscal Year End accounting reports from the charter's external auditor. Additional request to grant permission to send applicable charter school a fiscal condition letter.

FUND SOURCE: General Funds pass through to Charter School

AMOUNT: N/A – presentation information only

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMANS'S SIGNATURE: page(s) numbered _____

Be sure that the Comptroller has signed the budget page.

CROSSROAD ACADEMY CHARTER SCHOOL
Balance Sheet
As of June 30, 2015

	<u>Jun 30, 15</u>
ASSETS	
Current Assets	
Checking/Savings	
1100 · Cash & cash equivalents	2,747,221.26
Total Checking/Savings	2,747,221.26
Other Current Assets	
1130 · Accounts receivable - net	6,073.56
1140 · Due from other funds	46,329.14
1230 · Prepaid expenses	24,475.87
Total Other Current Assets	76,878.57
Total Current Assets	2,824,099.83
Fixed Assets	
1300 · Property, plant, and equip- net	3,647,128.36
Total Fixed Assets	3,647,128.36
TOTAL ASSETS	<u>6,471,228.19</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
2120 · Accounts Payables	21,335.12
2160 · Due to other funds	45,082.27
2170 · Salaries, benefits, p/r paya...	224,184.15
2175 · Accrued expenses	48,730.68
2250 · Current Notes Payable	64,331.70
Total Other Current Liabilities	403,663.92
Total Current Liabilities	403,663.92
Long Term Liabilities	
2300 · Notes payable - long term	1,901,275.28
Total Long Term Liabilities	1,901,275.28
Total Liabilities	2,304,939.20
Equity	
2760 · Net Assets Unrestricted	3,255,210.14
Net Income	911,078.85
Total Equity	4,166,288.99
TOTAL LIABILITIES & EQUITY	<u>6,471,228.19</u>

CROSSROAD ACADEMY CHARTER SCHOOL

09/08/15

Profit & Loss

Cash Basis

July 2014 through June 2015

Jul '14 - Jun 15

Ordinary Income/Expense

Income

3200 · Federal Indirect Grant

3240 · Elem & Secondary /Title 1

56,281.63

Total 3200 · Federal Indirect Grant

56,281.63

3310 · FEFP Program

2,540,348.00

3334 · State Teacher Lead Program

5,526.82

3361 · School Recognition Funds

34,368.00

3399 · Other Misc. State Revenue

30.00

3430 · Interest Income

1,841.39

3450 · Food Service Income

15.00

3472 · Pre-Kindergarten

3472-0 · P-K Early Intenvention Fees

82,661.02

3472-1 · P-K Parent Fees

46,585.55

3472-2 · PK Supplemental Materials Fee

4.07

3472-4 · PK Field Trip

725.02

Total 3472 · Pre-Kindergarten

129,975.66

3490 · Other local revenue

3400 · Other Income/Employees

1,007.83

3440 · Other Income/donations

12,025.05

3482 · Uniform Income

5,080.00

3495 · Miscellaneous Sources

3495-3 · Student Activity Fund

-613.92

3495-4 · Student Books/Planners

-243.45

3495-5 · Misc. Local Sources

817.13

3495-6 · K-2 Field Trips

3,944.17

3495-7 · 3-6 Field Trips

4,015.91

3495-8 · 7-9 Field Trips

-1,421.25

3495-9 · Supplemental Resources

1,675.00

3495 · Miscellaneous Sources - Other

153.00

Total 3495 · Miscellaneous Sources

8,326.59

Total 3490 · Other local revenue

26,439.47

Total Income

2,794,825.97

Gross Profit

2,794,825.97

Expense

5000 · Instruction

5100-12 · Basic Fte/Clarm Teachr

897,418.09

5100-13 · Classroom Paraprofessi

29,268.69

5100-14 · Substitute Teachers

4,329.23

5100-23 · EE' Group Insurance

132,994.50

5100-25 · Unemployment Comp

8,964.63

5100-29 · Other Emp Benefits

290-01 · Stipends

12,690.00

5100-29 · Other Emp Benefits - Other

0.00

CROSSROAD ACADEMY CHARTER SCHOOL

Profit & Loss

July 2014 through June 2015

	<u>Jul '14 - Jun 15</u>
Total 5100-29 · Other Emp Benefits	12,690.00
5100-31 · Prof Consultants	540.00
5100-51 · Basic Fte/Supplies	7,093.99
5100-52 · Basic Fte/Textbooks	68,127.41
5100-53 · Basic Fte/Publications	140.06
5100-59 · Misc. Student Activity	
5100-3 · Uniform Expenses	12,717.29
5100-59 · Misc. Student Activity - Other	6,743.51
Total 5100-59 · Misc. Student Activity	<u>19,460.80</u>
5500-00 · PK Expenses	
5500-15 · PK Classroom Personnel	78,333.65
5500-35 · PK Maintenance	2,072.03
5500-37 · Internet Services	988.80
5500-43 · Utilities	4,237.32
5500-51 · PK Supplies	2,226.23
5500-59 · Other PK Admin Expense	252.00
Total 5500-00 · PK Expenses	<u>88,110.03</u>
Total 5000 · Instruction	1,269,137.43
6000 · Instructional Support Services	
6100-13 · Staff Support Personnel	40,000.08
6190-31 · Testing Materials	40,356.41
6200-31 · Instructional Media	6,836.00
6200-35 · Copier Service Costs	4,915.38
6200-39 · Printing cost	146.96
6200-62 · Capital Outlay AV	
6200-622 Noncapitalized AV	9,020.68
6200-62 · Capital Outlay AV - Other	0.00
Total 6200-62 · Capital Outlay AV	<u>9,020.68</u>
6300-33 · Travel/Training	585.67
6300-51 · Supplies/Curriculum	8,160.85
6300-62 · Capital Outlay-Audio Visual	
6300-622 Noncapitalized AV	79.99
Total 6300-62 · Capital Outlay-Audio Visual	<u>79.99</u>
6400-17 · Training - board	400.00
6400-29 · Training - Teachers	825.00
6400-33 · Training/Travel	1,410.02
6400-65 · Transportation/Travel	175.50
6400-73 · Training Fees/Tuition	1,485.00
6500-64 · Capital Outlay - Instruct Tech	
6500-642 Noncapitalized Compute	13,108.95
Total 6500-64 · Capital Outlay - Instruct Tech	<u>13,108.95</u>
6999 · Uncategorized Expenses	0.00
Total 6000 · Instructional Support Services	<u>127,506.49</u>

CROSSROAD ACADEMY CHARTER SCHOOL

Profit & Loss

July 2014 through June 2015

	<u>Jul '14 - Jun 15</u>
7100 · Board	
7100-21 · Retirement Benefits	100,000.00
7100-31 · Professional Services	7,700.00
7100-51 · Board Supplies	274.88
7100-59 · Other Material and Supplies	101.68
Total 7100 · Board	<u>108,076.56</u>
7200 · General Administration	
7200-11 · Administration	21,322.90
7200-33 · Travel	5,160.42
7200-52 · Legal Publications	35.44
Total 7200 · General Administration	<u>26,518.76</u>
7300 · School Administration	
7300-621 Capitalized A V Materi	13,937.50
7300-11 · Salary-School Principal	68,999.92
7300-16 · Administrative Support	
7300-1 · Salary - Receptionist	38,749.98
7300-2 · Office Manager	6,062.50
7300-4 · Instructional Support Personnel	137,987.18
Total 7300-16 · Administrative Support	<u>182,799.66</u>
7300-22 · FICA Contributions(Co)	111,814.08
7300-31 · Online Subscription Fee	11,114.00
7300-37 · Postage	755.65
7300-51 · Supplies	13,368.13
7300-52 · Publications	271.03
7300-59 · Other Admin Material	9,824.85
7300-73 · Membership Fees	5,154.75
Total 7300 · School Administration	<u>418,039.57</u>
7400 · Facilities and Acquisition	
7400-51 · Maintenance Supplies	45.20
7400-67 · New School Expenses	95,850.00
Total 7400 · Facilities and Acquisition	<u>95,895.20</u>
7500 · Fiscal Services	
7500-16 · Fiscal Service	1,773.95
7500-51 · Fiscal Services Supplies	45.14
7500-73 · Bank Charges/Operating Fees	215.20
Total 7500 · Fiscal Services	<u>2,034.29</u>
7600 · Food Services	
7600-15 · Cafeteria Manager	22,468.74
7600-16 · Personnel	41,262.73
7600-30 · Contracted Services	4,015.00
7600-51 · Supplies	1,093.59
7600-65 · Vehicle	1,352.74
7600-73 · Dues and Fees	170.00
Total 7600 · Food Services	<u>70,362.80</u>

CROSSROAD ACADEMY CHARTER SCHOOL

09/08/15

Profit & Loss

Cash Basis

July 2014 through June 2015

	<u>Jul '14 - Jun 15</u>
7700 · Central Services	
7790-230 Athletic Insurance	2,440.20
7720-37 · Advertisement	1,136.50
Total 7700 · Central Services	<u>3,576.70</u>
7800 · Student Transportation Services	
7800-32 · Automobile Insurance	1,636.00
7800-65 · Transportation	
7800-1 · Field Trips	3,309.15
Total 7800-65 · Transportation	<u>3,309.15</u>
Total 7800 · Student Transportation Services	4,945.15
7900 · Operation of Plant	
7900-16 · Janitorial/Custodial	23,264.77
7900-32 · Property Insurance	13,537.73
7900-35 · Maintenance	2,506.55
7900-36 · Rental Equipment	276.00
7900-37 · Telephone/internet service	34,857.41
7900-39 · Other Facilities Svcs	5,415.10
7900-40 · Gargbage Collections	2,672.74
7900-43 · Elect/Energy Service	38,854.91
7900-51 · Janitorial/Maintenance Supplies	15,299.34
7900-68 · Remodeling & Renovations	
7900-682 Noncapitalized Remodel	787.00
7900-68 · Remodeling & Renovations - Ot...	11,900.00
Total 7900-68 · Remodeling & Renovations	<u>12,687.00</u>
Total 7900 · Operation of Plant	149,371.55
8100 · Maintenance of Plant	
8100-35 · Repairs & Maintenance	13,793.97
8100-64 · Noncap Furn/Equip	7,329.00
Total 8100 · Maintenance of Plant	<u>21,122.97</u>
Total Expense	<u>2,296,587.47</u>
Net Ordinary Income	498,238.50
Other Income/Expense	
Other Income	
3397 · Capital Outlay	141,930.00
3410 · Other Income-Growth Fund Grant	500,000.00
Total Other Income	<u>641,930.00</u>
Other Expense	
8100-78 · Depreciation Exp	144,458.58
9200 · Debt Service	
9200-71 · Debt Redemption of Principle	0.00
9200-72 · Interest	84,631.07

CROSSROAD ACADEMY CHARTER SCHOOL

Profit & Loss

July 2014 through June 2015

	<u>Jul '14 - Jun 15</u>
Total 9200 - Debt Service	<u>84,631.07</u>
Total Other Expense	<u>229,089.65</u>
Net Other Income	<u>412,840.35</u>
Net Income	<u><u>911,078.85</u></u>

Galloway Academy Foreign Language Immersion Charter School
Profit & Loss
 July 2014 through June 2015

	<u>Jul '14 - Jun 15</u>
Income	
3200 · Federal Indirect Grant	
3240 · Elementary & Secondary/Title I	29,867.75
3261 · School Lunch Reimbursement	38,030.18
Total 3200 · Federal Indirect Grant	<u>67,897.93</u>
3300 · Revenue from State Sources	
3310 · FEFP	558,182.00
3363 · Lead Teacher Program	1,062.85
3399 · Other Misc. State Revenue	195.00
Total 3300 · Revenue from State Sources	<u>559,439.85</u>
3400 · Other Local Revenue	
3430 · Interest Income	0.22
3440 · Other Income - Contributions	38,642.99
3490 · Miscellaneous Local Revenues	2,150.00
Total 3400 · Other Local Revenue	<u>40,793.21</u>
Total Income	<u>668,130.99</u>
Gross Profit	668,130.99
Expense	
5000 · Instructions	
5100-12 · Basic FTE/Classroom Teach	226,236.28
5100-14 · Substitute Teachers	16,310.00
5100-15 · Basic FTE/Classroom Aide	120.06
5100-22 · Employee FICA Contribution	32,676.67
5100-24 · Worker's Compensation	5,432.73
5100-51 · Basic FTE Supplies	2,929.12
5100-52 · Basic FTE Textbooks	46,320.84
5100-53 · Basic FTE Publications	10,100.00
5100-59 · Misc. Student Activities	2,211.86
5100-64 · Classroom Furn Fixt & Equipment	
5100-641 Capitalized F F & E	1,200.00
5100-642 NonCapitalized F F & E	2,145.00
Total 5100-64 · Classroom Furn Fixt & Equipment	<u>3,345.00</u>
Total 5000 · Instructions	345,682.56
6500 · Instructional Support Services	
6300-51 · Supplies Curriculum	1,916.76
6500-31 · Instructional Support Services	1,260.00
6500-59 · Print & Copy	7,713.26
6500-64 · Capitalized Computers	
6500-642 Noncapitalized Compute	15,181.49
Total 6500-64 · Capitalized Computers	<u>15,181.49</u>
Total 6500 · Instructional Support Services	26,071.51
7100 · School Board	
7100-17 · Legal Expenses	3,844.50
7100-31 · Professional Services	1,609.00
Total 7100 · School Board	<u>5,453.50</u>
7200 · General Administration	
7200-23 · Other HR Services Cost	0.00
Total 7200 · General Administration	0.00
7300 · School Administration	
7300-11 · Salary Principal	68,812.24
7300-16 · Administrative Support	
7300-1 · Receptionist	23,201.48
7300-2 · Office Manager	3,586.87
7300-3 · Clerk	1,730.40
Total 7300-16 · Administrative Support	<u>28,518.75</u>
7300-22 · FICA Contribution - Company	0.00
7300-31 · Professional Svcs - Gen Admin	18,800.17

Galloway Academy Foreign Language Immersion Charter School
Balance Sheet
 As of June 30, 2015

	Jun 30, 15
ASSETS	
Current Assets	
Checking/Savings	
1000 · Cash & Cash Equivalents	
1110 · Cash Account Operating	31,043.61
1115 · Cash Account Restricted-Saving	1,669.08
Total 1000 · Cash & Cash Equivalents	32,712.69
Total Checking/Savings	32,712.69
Other Current Assets	
1130 · Accounts Receivable-Net	
1221 · FEFP Receivable	46,513.00
Total 1130 · Accounts Receivable-Net	46,513.00
1230 · Prepaid Expenses	1,136.12
Total Other Current Assets	47,649.12
Total Current Assets	80,361.81
TOTAL ASSETS	80,361.81
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
2120 · Other Payables	12,032.29
2251 · Collateralized Borrowing	126,600.00
Total Other Current Liabilities	138,632.29
Total Current Liabilities	138,632.29
Total Liabilities	138,632.29
Equity	
Net Income	-58,270.48
Total Equity	-58,270.48
TOTAL LIABILITIES & EQUITY	80,361.81

Galloway Academy Foreign Language Immersion Charter School
Profit & Loss
 July 2014 through June 2015

	Jul '14 - Jun 15
7300-37 · Postage, Mailings	51.80
7300-51 · Supplies	2,561.49
7300-73 · Membership Fees	80.00
Total 7300 · School Administration	118,824.45
7600 · Food Services Expenses	
7600-16 · Personnel	15,735.86
7600-35 · Repairs and Maintenance	269.96
7600-51 · Food Services Supplies	
7600-1 · Food Supplier-Milk	1,249.87
7600-2 · Food Supplier-Commodities	36,981.08
7600-51 · Food Services Supplies - Other	471.97
Total 7600-51 · Food Services Supplies	38,702.92
7600-64 · Equipment	
7600-641 Noncapitalized Equip	4,026.44
7600-642 Capitalized Equip	3,847.23
Total 7600-64 · Equipment	7,873.67
7600-73 · Dues and Fees	285.00
Total 7600 · Food Services Expenses	62,867.41
7700 · Central Services	
7720-37 · Advertisement	376.07
7790-12 · Employee Fingerprint/Background	160.00
Total 7700 · Central Services	536.07
7800 · Student Transportation Services	
7800-16 · Personnel	21,018.26
7800-35 · Repairs & Maintenance	4,851.17
7800-45 · Gasoline	10,651.66
7800-59 · Other Transportation Services	2,170.02
7800-65 · Transportation - Capital Outlay	3,300.00
7800-73 · Dues and Fees - Inspections	750.00
Total 7800 · Student Transportation Services	42,741.11
7900 · Plant Operation	
7900-16 · Janitorial/Custodial	5,055.00
7900-31 · Contracted Services	3,026.06
7900-32 · Property Insurance	7,027.81
7900-34 · Gargbage Collection	30.60
7900-35 · Maintenance	805.00
7900-36 · Rentals	59,396.20
7900-37 · Telephone/Telecommunication	9,249.50
7900-39 · Other Facilities Services	133.36
7900-43 · Electricity & Energy Services	10,191.61
7900-51 · Janitorial & Maint Supplies	3,466.75
Total 7900 · Plant Operation	98,481.69
8100 · Plant Maintenance	
8100-35 · Repairs and Maintenance	611.34
8100-68 · Renovation & Remodeling	
8100-681 Capitalized Remodel	15,897.45
8100-682 Noncapitalized Remode	4,354.36
Total 8100-68 · Renovation & Remodeling	20,251.81
Total 8100 · Plant Maintenance	20,863.15
9200-72 · Interest Expense	4,880.02
Total Expense	726,401.47
Net Income	-58,270.48

DISTRICT SCHOOL BOARD OF COUNTY
 ENTRY FORM
 COMPONENT UNITS STATEMENTS OF NET POSITION
 #REF!

	Account Number	Major Component Units			Total Component Units
		Major Component Unit Name	Major Component Unit Name	Total Major Component Units	
ASSETS					
Cash and Cash Equivalents	1110			0.00	2,779,934.00
Investments	1160			0.00	0.00
Taxes Receivable, Net	1120			0.00	0.00
Accounts Receivable, Net	1131			0.00	46,329.00
Interest Receivable on Investments	1170			0.00	0.00
Due from Other Agencies	1220			0.00	6,074.00
Due from Insurer	1180			0.00	0.00
Deposits Receivable	1210			0.00	46,513.00
Internal Balances				0.00	0.00
Cash with Fiscal/Service Agents	1114			0.00	0.00
Section 1011.13, F.S. Loan Proceeds	1420			0.00	0.00
Inventory	1150			0.00	0.00
Prepaid Items	1230			0.00	25,612.00
Long-Term Investments	1460			0.00	0.00
Prepaid Insurance Costs	1430			0.00	0.00
Other Postemployment Benefits Asset	1410			0.00	0.00
Pension Asset	1415			0.00	0.00
<i>Capital assets:</i>					
Land	1310			0.00	303,505.00
Land Improvements - Nondepreciable	1315			0.00	0.00
Construction in Progress	1360			0.00	28,845.00
Nondepreciable Capital Assets		0.00	0.00	0.00	332,350.00
Improvements Other Than Buildings	1320			0.00	0.00
Less Accumulated Depreciation	1329			0.00	0.00
Buildings and Fixed Equipment	1330			0.00	3,723,531.00
Less Accumulated Depreciation	1339			0.00	(490,346.00)
Furniture, Fixtures and Equipment	1340			0.00	429,456.00
Less Accumulated Depreciation	1349			0.00	(357,718.00)
Motor Vehicles	1350			0.00	12,837.00
Less Accumulated Depreciation	1359			0.00	(12,837.00)
Property Under Capital Leases	1370			0.00	0.00
Less Accumulated Depreciation	1379			0.00	0.00
Audiovisual Materials	1381			0.00	20,389.00
Less Accumulated Depreciation	1388			0.00	(10,534.00)
Computer Software	1382			0.00	0.00
Less Accumulated Amortization	1389			0.00	0.00
Depreciable Capital Assets, Net		0.00	0.00	0.00	3,314,778.00
Total Capital Assets		0.00	0.00	0.00	3,647,128.00
Total Assets					6,551,590.00
DEFERRED OUTFLOWS OF RESOURCES					
Accumulated Decrease in Fair Value of Hedging Derivatives	1910			0.00	0.00
Net Carrying Amount of Debt Refunding	1920			0.00	0.00
Pension	1940			0.00	0.00
Total Deferred Outflows of Resources		0.00	0.00	0.00	0.00
LIABILITIES					
Cash Overdraft	2125			0.00	0.00
Accrued Salaries and Benefits	2110			0.00	224,184.00
Payroll Deductions and Withholdings	2170			0.00	0.00
Accounts Payable	2120			0.00	33,367.00
Sales Tax Payable	2260			0.00	0.00
Current Notes Payable	2250			0.00	190,932.00
Accrued Interest Payable	2210			0.00	48,731.00
Deposits Payable	2220			0.00	0.00
Due to Other Agencies	2230			0.00	45,082.00
Due to Fiscal Agent	2240			0.00	0.00
Pension Liability	2115			0.00	0.00
Other Postemployment Benefits Liability	2116			0.00	0.00
Judgments Payable	2130			0.00	0.00
Construction Contracts Payable	2140			0.00	0.00
Construction Contracts Payable - Retained Percentage	2150			0.00	0.00
Estimated Unpaid Claims - Self-Insurance Program	2271			0.00	0.00
Estimated Liability for Claims Adjustment	2272			0.00	0.00
Estimated Liability for Arbitrage Rebate	2280			0.00	0.00
Unearned Revenues	2410			0.00	0.00
<i>Long-Term Liabilities</i>					
<i>Portion Due Within One Year:</i>					
Notes Payable	2310			0.00	1,901,275.00
Obligations Under Capital Leases	2315			0.00	0.00
Bonds Payable	2320			0.00	0.00
Liability for Compensated Absences	2330			0.00	0.00
Lease-Purchase Agreements Payable	2340			0.00	0.00
Estimated Liability for Long-Term Claims	2350			0.00	0.00
Net Other Postemployment Benefits Obligation	2360			0.00	0.00
Net Pension Liability	2365			0.00	0.00
Estimated PECO Advance Payable	2370			0.00	0.00
Other Long-Term Liabilities	2380			0.00	0.00
Derivative Instrument	2390			0.00	0.00
Estimated Liability for Arbitrage Rebate	2280			0.00	0.00
Due Within One Year		0.00	0.00	0.00	1,901,275.00
<i>Portion Due After One Year:</i>					
Notes Payable	2310			0.00	0.00
Obligations Under Capital Leases	2315			0.00	0.00
Bonds Payable	2320			0.00	0.00
Liability for Compensated Absences	2330			0.00	0.00
Lease-Purchase Agreements Payable	2340			0.00	0.00
Estimated Liability for Long-Term Claims	2350			0.00	0.00
Net Other Postemployment Benefits Obligation	2360			0.00	0.00
Net Pension Liability	2365			0.00	0.00
Estimated PECO Advance Payable	2370			0.00	0.00
Other Long-Term Liabilities	2380			0.00	0.00
Derivative Instrument	2390			0.00	0.00
Estimated Liability for Arbitrage Rebate	2280			0.00	0.00
Due in More than One Year		0.00	0.00	0.00	0.00
Total Long-Term Liabilities		0.00	0.00	0.00	1,901,275.00
Total Liabilities					2,443,571.00
DEFERRED INFLOWS OF RESOURCES					
Accumulated Increase in Fair Value of Hedging Derivatives	2610			0.00	0.00
Deficit Net Carrying Amount of Debt Refunding	2620			0.00	0.00
Deferred Revenue	2630			0.00	0.00
Pension	2640			0.00	0.00
Total Deferred Inflows of Resources		0.00	0.00	0.00	0.00
NET POSITION					
Net Investment in Capital Assets	2770			0.00	1,681,521.00
<i>Restricted For:</i>					
Categorical Carryover Programs	2780			0.00	0.00
Food Service	2780			0.00	0.00
Debt Service	2780			0.00	0.00
Capital Projects	2780			0.00	0.00
Other Purposes	2780			0.00	0.00
Unrestricted	2790			0.00	2,426,498.00
Total Net Position		0.00	0.00	0.00	4,108,019.00

	Account Number	Nonmajor Component Units			Total Nonmajor Component Units
		Galloway Academy Charter School	Crossroad Academy Charter School	Nonmajor Component Unit Name	
ASSETS					
Cash and Cash Equivalents	1110	32,713.00	2,747,221.00		2,779,934.00
Investments	1160				0.00
Taxes Receivable, Net	1120				0.00
Accounts Receivable, Net	1131		46,329.00		46,329.00
Interest Receivable on Investments	1170				0.00
Due from Other Agencies	1220		6,074.00		6,074.00
Due from Insurer	1180				0.00
Deposits Receivable	1210	46,513.00			46,513.00
Internal Balances					0.00
Cash with Fiscal/Service Agents	1114				0.00
Section 1011.13, F.S. Loan Proceeds	1420				0.00
Inventory	1150				0.00
Prepaid Items	1230	1,136.00	24,476.00		25,612.00
Long-Term Investments	1460				0.00
Prepaid Insurance Costs	1430				0.00
Other Postemployment Benefits Asset	1410				0.00
Pension Asset	1415				0.00
<i>Capital assets:</i>					
Land	1310		303,505.00		303,505.00
Land Improvements - Nondepreciable	1315				0.00
Construction in Progress	1360		28,845.00		28,845.00
Nondepreciable Capital Assets		0.00	332,350.00	0.00	332,350.00
Improvements Other Than Buildings	1320				0.00
Less Accumulated Depreciation	1329				0.00
Buildings and Fixed Equipment	1330		3,723,531.00		3,723,531.00
Less Accumulated Depreciation	1339		(490,346.00)		(490,346.00)
Furniture, Fixtures and Equipment	1340		429,456.00		429,456.00
Less Accumulated Depreciation	1349		(357,718.00)		(357,718.00)
Motor Vehicles	1350		12,837.00		12,837.00
Less Accumulated Depreciation	1359		(12,837.00)		(12,837.00)
Property Under Capital Leases	1370				0.00
Less Accumulated Depreciation	1379				0.00
Audiovisual Materials	1381		20,389.00		20,389.00
Less Accumulated Depreciation	1388		(10,534.00)		(10,534.00)
Computer Software	1382				0.00
Less Accumulated Amortization	1389				0.00
Depreciable Capital Assets, Net		0.00	3,314,778.00	0.00	3,314,778.00
Total Capital Assets		0.00	3,647,128.00	0.00	3,647,128.00
Total Assets		80,362.00	6,471,228.00	0.00	6,551,590.00
DEFERRED OUTFLOWS OF RESOURCES					
Accumulated Decrease in Fair Value of Hedging Derivatives	1910				0.00
Net Carrying Amount of Debt Refunding	1920				0.00
Pension	1940				0.00
Total Deferred Outflows of Resources		0.00	0.00	0.00	0.00
LIABILITIES					
Cash Overdraft	2125				0.00
Accrued Salaries and Benefits	2110		224,184.00		224,184.00
Payroll Deductions and Withholdings	2170				0.00
Accounts Payable	2120	12,032.00	21,335.00		33,367.00
Sales Tax Payable	2260				0.00
Current Notes Payable	2250	126,600.00	64,332.00		190,932.00
Accrued Interest Payable	2210		48,731.00		48,731.00
Deposits Payable	2220				0.00
Due to Other Agencies	2230		45,082.00		45,082.00
Due to Fiscal Agent	2240				0.00
Pension Liability	2115				0.00
Other Postemployment Benefits Liability	2116				0.00
Judgments Payable	2130				0.00
Construction Contracts Payable	2140				0.00
Construction Contracts Payable - Retained Percentage	2150				0.00
Estimated Unpaid Claims - Self-Insurance Program	2271				0.00
Estimated Liability for Claims Adjustment	2272				0.00
Estimated Liability for Arbitrage Rebate	2280				0.00
Unearned Revenues	2410				0.00
<i>Long-Term Liabilities</i>					
<i>Portion Due Within One Year:</i>					
Notes Payable	2310		1,901,275.00		1,901,275.00
Obligations Under Capital Leases	2315				0.00
Bonds Payable	2320				0.00
Liability for Compensated Absences	2330				0.00
Lease-Purchase Agreements Payable	2340				0.00
Estimated Liability for Long-Term Claims	2350				0.00
Net Other Postemployment Benefits Obligation	2360				0.00
Net Pension Liability	2365				0.00
Estimated PECO Advance Payable	2370				0.00
Other Long-Term Liabilities	2380				0.00
Derivative Instrument	2390				0.00
Estimated Liability for Arbitrage Rebate	2280				0.00
Due Within One Year		0.00	1,901,275.00	0.00	1,901,275.00
<i>Portion Due After One Year:</i>					
Notes Payable	2310				0.00
Obligations Under Capital Leases	2315				0.00
Bonds Payable	2320				0.00
Liability for Compensated Absences	2330				0.00
Lease-Purchase Agreements Payable	2340				0.00
Estimated Liability for Long-Term Claims	2350				0.00
Net Other Postemployment Benefits Obligation	2360				0.00
Net Pension Liability	2365				0.00
Estimated PECO Advance Payable	2370				0.00
Other Long-Term Liabilities	2380				0.00
Derivative Instrument	2390				0.00
Estimated Liability for Arbitrage Rebate	2280				0.00
Due in More than One Year		0.00	0.00	0.00	0.00
Total Long-Term Liabilities		0.00	1,901,275.00	0.00	1,901,275.00
Total Liabilities		138,632.00	2,304,939.00	0.00	2,443,571.00
DEFERRED INFLOWS OF RESOURCES					
Accumulated Increase in Fair Value of Hedging Derivatives	2610				0.00
Deficit Net Carrying Amount of Debt Refunding	2620				0.00
Deferred Revenue	2630				0.00
Pension	2640				0.00
Total Deferred Inflows of Resources		0.00	0.00	0.00	0.00
NET POSITION					
Net Investment in Capital Assets	2770		1,681,521.00		1,681,521.00
<i>Restricted For:</i>					
Categorical Carryover Programs	2780				0.00
Food Service	2780				0.00
Debt Service	2780				0.00
Capital Projects	2780				0.00
Other Purposes	2780				0.00
Unrestricted	2790	(58,270.00)	2,484,768.00		2,426,498.00
Total Net Position		(58,270.00)	4,166,289.00	0.00	4,108,019.00

DISTRICT SCHOOL BOARD OF COUNTY
ENTRY FORM
COMPONENT UNITS STATEMENTS OF ACTIVITIES
For the Fiscal Year Ended

FUNCTIONS	Account Number	Galloway Academy Charter School				Net (Expense) Revenue and Changes in Net Position Component Unit
		Expenses	Program Revenues			
			Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
<i>Component Unit Activities:</i>						
Instruction	5000	345,683.00				(345,683.00)
Student Support Services	6100					0.00
Instructional Media Services	6200					0.00
Instruction and Curriculum Development Services	6300					0.00
Instructional Staff Training Services	6400					0.00
Instruction-Related Technology	6500	26,071.00				(26,071.00)
Board	7100	5,454.00				(5,454.00)
General Administration	7200					0.00
School Administration	7300	118,824.00				(118,824.00)
Facilities Acquisition and Construction	7400					0.00
Fiscal Services	7500					0.00
Food Services	7600	62,867.00				(62,867.00)
Central Services	7700	536.00				(536.00)
Student Transportation Services	7800	42,741.00				(42,741.00)
Operation of Plant	7900	98,482.00				(98,482.00)
Maintenance of Plant	8100	20,863.00				(20,863.00)
Administrative Technology Services	8200					0.00
Community Services	9100					0.00
Interest on Long-Term Debt	9200	4,880.00				(4,880.00)
Unallocated Depreciation/Amortization Expense						0.00
Total Component Unit Activities		726,401.00	0.00	0.00	0.00	(726,401.00)

General Revenues:
Taxes:
 Property Taxes, Levied for Operational Purposes
 Property Taxes, Levied for Debt Service
 Property Taxes, Levied for Capital Projects
 Local Sales Taxes
 Grants and Contributions Not Restricted to Specific Programs
 Investment Earnings
 Miscellaneous
 Special Items
 Extraordinary Items
 Transfers
Total General Revenues, Special Items, Extraordinary Items and Transfers
Change in Net Position
 #REF!
 Adjustments to Net Position
 #REF!

668,131.00
668,131.00
(58,270.00)
(58,270.00)

FUNCTIONS	Account Number	Crosroad Academy Charter School				Net (Expense) Revenue and Changes in Net Position Component Unit
		Expenses	Program Revenues			
			Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
<i>Component Unit Activities:</i>						
Instruction	5000	1,269,137.00				(1,269,137.00)
Student Support Services	6100	80,356.00				(80,356.00)
Instructional Media Services	6200	20,919.00				(20,919.00)
Instruction and Curriculum Development Services	6300	8,826.00				(8,826.00)
Instructional Staff Training Services	6400					0.00
Instruction-Related Technology	6500	4,296.00				(4,296.00)
Board	7100	13,109.00				(13,109.00)
General Administration	7200	108,077.00				(108,077.00)
School Administration	7300	26,519.00				(26,519.00)
Facilities Acquisition and Construction	7400	418,040.00				(418,040.00)
Fiscal Services	7500	95,895.00				(95,895.00)
Food Services	7600	2,034.00				(2,034.00)
Central Services	7700	70,363.00				(70,363.00)
Student Transportation Services	7800	3,577.00				(3,577.00)
Operation of Plant	7900	4,945.00				(4,945.00)
Maintenance of Plant	8100	149,371.00				(149,371.00)
Administrative Technology Services	8200	165,582.00				(165,582.00)
Community Services	9100					0.00
Interest on Long-Term Debt	9200	84,631.00				(84,631.00)
Unallocated Depreciation/Amortization Expense						0.00
Total Component Unit Activities		2,525,677.00	0.00	0.00	0.00	(2,525,677.00)

General Revenues:
Taxes:
 Property Taxes, Levied for Operational Purposes
 Property Taxes, Levied for Debt Service
 Property Taxes, Levied for Capital Projects
 Local Sales Taxes
 Grants and Contributions Not Restricted to Specific Programs
 Investment Earnings
 Miscellaneous
 Special Items
 Extraordinary Items
 Transfers
Total General Revenues, Special Items, Extraordinary Items and Transfers
Change in Net Position
 #REF!
 Adjustments to Net Position
 #REF!

3,436,756.00
3,436,756.00
911,079.00
911,079.00

DISTRICT SCHOOL BOARD OF COUNTY
 ENTRY FORM
 COMPONENT UNITS STATEMENTS OF ACTIVITIES
 For the Fiscal Year Ended

FUNCTIONS	Account Number	Nonmajor Component Unit Name				Net (Expense) Revenue and Changes in Net Position Component Unit
		Expenses	Program Revenues			
			Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
Component Unit Activities:						
Instruction	5000				0.00	
Student Support Services	6100				0.00	
Instructional Media Services	6200				0.00	
Instruction and Curriculum Development Services	6300				0.00	
Instructional Staff Training Services	6400				0.00	
Instruction-Related Technology	6500				0.00	
Board	7100				0.00	
General Administration	7200				0.00	
School Administration	7300				0.00	
Facilities Acquisition and Construction	7400				0.00	
Fiscal Services	7500				0.00	
Food Services	7600				0.00	
Central Services	7700				0.00	
Student Transportation Services	7800				0.00	
Operation of Plant	7900				0.00	
Maintenance of Plant	8100				0.00	
Administrative Technology Services	8200				0.00	
Community Services	9100				0.00	
Interest on Long-Term Debt	9200				0.00	
Unallocated Depreciation/Amortization Expense					0.00	
Total Component Unit Activities		0.00	0.00	0.00	0.00	

General Revenues:

Taxes:

Property Taxes, Levied for Operational Purposes	
Property Taxes, Levied for Debt Service	
Property Taxes, Levied for Capital Projects	
Local Sales Taxes	
Grants and Contributions Not Restricted to Specific Programs	
Investment Earnings	
Miscellaneous	
Special Items	
Extraordinary Items	
Transfers	
Total General Revenues, Special Items, Extraordinary Items and Transfers	0.00
Change in Net Position	0.00
#REF!	
Adjustments to Net Position	
#REF!	

FUNCTIONS	Account Number	Total Nonmajor Component Units				Net (Expense) Revenue and Changes in Net Position Component Unit
		Expenses	Program Revenues			
			Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
Component Unit Activities:						
Instruction	5000	1,614,820.00	0.00	0.00	0.00	(1,614,820.00)
Student Support Services	6100	80,356.00	0.00	0.00	0.00	(80,356.00)
Instructional Media Services	6200	20,919.00	0.00	0.00	0.00	(20,919.00)
Instruction and Curriculum Development Services	6300	8,826.00	0.00	0.00	0.00	(8,826.00)
Instructional Staff Training Services	6400	4,296.00	0.00	0.00	0.00	(4,296.00)
Instruction-Related Technology	6500	39,180.00	0.00	0.00	0.00	(39,180.00)
Board	7100	113,531.00	0.00	0.00	0.00	(113,531.00)
General Administration	7200	26,519.00	0.00	0.00	0.00	(26,519.00)
School Administration	7300	536,864.00	0.00	0.00	0.00	(536,864.00)
Facilities Acquisition and Construction	7400	95,895.00	0.00	0.00	0.00	(95,895.00)
Fiscal Services	7500	2,034.00	0.00	0.00	0.00	(2,034.00)
Food Services	7600	133,230.00	0.00	0.00	0.00	(133,230.00)
Central Services	7700	4,113.00	0.00	0.00	0.00	(4,113.00)
Student Transportation Services	7800	47,686.00	0.00	0.00	0.00	(47,686.00)
Operation of Plant	7900	247,853.00	0.00	0.00	0.00	(247,853.00)
Maintenance of Plant	8100	186,445.00	0.00	0.00	0.00	(186,445.00)
Administrative Technology Services	8200	0.00	0.00	0.00	0.00	0.00
Community Services	9100	0.00	0.00	0.00	0.00	0.00
Interest on Long-Term Debt	9200	89,511.00	0.00	0.00	0.00	(89,511.00)
Unallocated Depreciation/Amortization Expense						0.00
Total Component Unit Activities		3,252,078.00	0.00	0.00	0.00	(3,252,078.00)

General Revenues:

Taxes:

Property Taxes, Levied for Operational Purposes	0.00
Property Taxes, Levied for Debt Service	0.00
Property Taxes, Levied for Capital Projects	0.00
Local Sales Taxes	0.00
Grants and Contributions Not Restricted to Specific Programs	4,104,887.00
Investment Earnings	0.00
Miscellaneous	0.00
Special Items	0.00
Extraordinary Items	0.00
Transfers	0.00
Total General Revenues, Special Items, Extraordinary Items and Transfers	4,104,887.00
Change in Net Position	852,809.00
#REF!	
Adjustments to Net Position	
#REF!	

R. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: September 22, 2015

TITLE OF AGENDA ITEM: Federal Programs Purchase Orders

DIVISION: Federal

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

PURPOSE AND SUMMARY OF ITEM:

<u>Vendor</u>	<u>PO#</u>	<u>Fund</u>	<u>Amount</u>
Performance Matters	188185	420	\$ 44,813.00

FUND SOURCE: Federal

AMOUNT: \$ 44,813.00

PREPARED BY: Rose Raynak

RR

POSITION: Director of Federal Programs

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

2015 SEP -9 AM 9:04
GADSDEN COUNTY BOARD OF EDUCATION
SCHOOL BOARD SECRETARY

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
08/27/15

PURCHASE ORDER NO.
188185

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR

VP06650000

PERFORMANCE MATTERS, LLC.
1600 LEE ROAD
WINTER PARK FL 32789

SHIP TO THIS ADDRESS

FED PRGMS-SCHOOL BOARD GADSDEN
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT



QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
----------	-------------	-------------	------------	-------

ATTN: ROSE RAYNAK/DM

1	SM.CHKD	***VENDOR NOT SUBRECIPIENT*** CONTINUATION OF HOSTING SVCS. FOR ASSESMENT & DATA MANG.SYST JULY 1, 2015-JUNE 30, 2015 CONTINUATION	44813.00	44813.00
---	---------	--	----------	----------

PAY TERMS: NET 30

TOTAL 44,813.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	44,813.00 AMOUNT	
420	5100	730	0231	4221260	100	3447.15	
420	5100	730	0151	4221260	100	3447.15	
420	5100	730	0071	4221260	100	3447.15	
420	5100	730	9106	4226360	100	3447.15	
110	5100	730	0101	1109990	100	3447.15	
420	5100	730	0041	4221260	100	3447.15	
420	5100	730	0141	4221260	100	3447.15	
420	5100	730	0171	4221260	100	3447.15	
420	5100	730	0091	4221260	100	3447.15	
420	5100	730	0211	4221260	102	3447.15	
420	5100	730	0191	4221260	100	3447.15	
420	5100	730	0201	4221260	100	3447.15	
420	5100	730	0051	4221260	100	3447.15	

RW Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

Date of School Board Meeting: **September 22, 2015**

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: **\$14,500.00(est.)**

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.
SUPERINTENDENT'S SIGNATURE: page(s) numbered **3**

CHAIRMAN'S SIGNATURE: page(s) numbered **3**

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

summary for
revised 0591

Proof read by: _____

2015 SEP 10 PM 1:01
GADSDEN SCHOOL BOARD
OFFICE ASSISTANT
SCHOOL BOARD

AGREEMENT
Between
INDEPENDENT TRAINING FOR THE BLIND
AND
GADSDEN COUNTY SCHOOL BOARD

This agreement by and between the **Gadsden** County School Board, hereinafter referred to as the "Board," and Independent Training for The Blind, Inc., hereinafter referred to as "Consultant".

Witnesseth:

1. Purpose of This Agreement

- a. The District is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have services of a Vision and Orientation and Mobility Teacher, provided by Consultant. The Consultant, as sole provider, agrees to perform these services for the District under the terms and conditions set forth in this contract. The District and the Consultant contemplate that this contract will run through one (1) fiscal school year from **September 2015** through **June 30, 2016**. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with thirty (30) days written notice. By mutual consent of the **Gadsden** County School Board and Consultant, this contract with be renewed annually.
- b. The purpose of this agreement is to specify the manner in which services will be provided to students with visual impairments by Consultant to the Board.
- c. Both parties will comply with applicable federal, state, and local laws, rules, regulations, including rules of the Board.

The Board Agrees To:

- A. Provide referral for selected students.
- B. Provide Consultant with instructional space, materials and supplies.
- C. Appoint ESE Director to be responsible for the execution of the Board's provisions of this agreement.
- D. Pay for services rendered to students with visual impairments. The Board shall pay \$60.00 per hour for educational services. Services shall include instruction, planning, travel and coordination with staff. This will be paid monthly upon receipt of billing. Services billed shall not exceed 12 hours per week unless authorized by the ESE director.

Consultant Agrees To:

- A. Assure that services are in accordance with the IEP for each student.
- B. Ensure that written evaluations and student records are the property of the Board
- C. Plan and prepare lessons and strategies, which support the student IEP.
- D. Identify, select and modify instructional materials to meet the needs of students.
- E. Instruct and supervise the work of volunteers and paraprofessionals when assigned.
- F. Establish and maintain effective record keeping procedures
- G. Perform assessments on new referrals and three-year re-evaluations.
- H. Interpret eye medical reports as they relate to educational environments.
- J. Consult with diagnosticians, classroom teachers, students, and parents concerning appropriate evaluations, modifications.

Provide Instruction For:

Use of low vision devices
Concept development (especially early childhood students)
Independent living/self help skills
Career readiness
Sensory efficiency
Recreation and Leisure skills
Social interaction skills
Assistive Technology
Braille and other modes to access the general curriculum
Self-advocacy
Orientation and Mobility

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

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

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

In the event that Consultant shall at any time be unable to provide the services under this contract, Independent Training for the Blind may employ and temporarily furnish as a substitute to perform such services, any other duly qualified and licensed person who will meet employment criteria of **Gadsden** County School Board. Independent Training for the Blind shall be responsible for compensation of individuals employed as substitutes.

Independent Training for the Blind, Inc.
Elizabeth Wilson, President

Date

Sharon B. Thomas, Director
Exceptional Student Education

Date

The School Board of Gadsden County, Florida

Audrey D. Lewis, Chairman

Date

Reginald C. James, Superintendent

Date

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

Rob Smither

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

Date of School Board Meeting: September 22, 2015

TITLE OF AGENDA ITEM: **Contracted Services with The Gadsden County School Board and Britney Desir, Speech Pathologist of Therapeutic Endeavors, LLC,**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

The contract will provide Speech/Language services to Exceptional Students at Chattahoochee Elementary. This Therapist will provide needed services in a position not filled by the Gadsden County School Board.

FUND SOURCE: **FEEP dollars**
AMOUNT: **\$58.00 per hour**
PREPARED BY: **Sharon B. Thomas *SBT***
POSITION: **Director, Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

summary.for
revised 0591

Proof read by: _____

2015 SEP 10 PM 1:01
GADSDEN COUNTY SCHOOL BOARD
OFFICE OF THE SUPERINTENDENT
2000 W. GADSDEN ST. GADSDEN, GA 31703

GADSDEN COUNTY SCHOOL DISTRICT
STUDENT SERVICES/EXCEPTIONAL EDUCATION
CONTRACT WITH INDEPENDENT CONTRACTOR
2015-2016 Fiscal Year

Contract made September 22, 2015, BETWEEN the School Board of Gadsden County, Florida, a corporation organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King, Jr. Blvd., City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, and Britney Desir, Speech Pathologist of Therapeutic Endeavors LLC, City of Tallahassee County of Leon, State of Florida herein referred to as contractor.

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

NATURE OF WORK

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

PLACE OF WORK

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

TIME DEVOTED TO WORK

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

PAYMENT

The Board will pay contractor for all work actually performed by contractor, on completion of the same, at the rate of \$58.00 per unit of service. Payment shall be made by the Board within thirty (30) days after a statement for professional services rendered is received. Such statements shall be presented monthly (along with Medicaid Billing; See Attachment A). The contractor will not be reimbursed for traveling.

DURATION AND TERMINATION

The parties hereto contemplate that this contract will run for (1) fiscal school year September 2015 thru June 30, 2016. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.

STATUS OF CONTRACTOR

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

PAYMENT OF TAXES AND ASSESSMENTS

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

CONFIDENTIALITY

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

SERVICES BY OTHERS

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

MISCELLANEOUS

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

AMENDMENTS

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

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

Britney Desir, Speech Pathologist, M.S.CCC-SLP

Date

*Sharon B. Thomas, Director
Exceptional Student Education*

Date

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

BY: _____
Audrey D. Lewis, CHAIRMAN

Date

ATTEST: _____
Reginald C. James, SUPERINTENDENT

Date

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

ATTACHMENT A

SPEECH PATHOLOGIST SERVICES PROVIDED:

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

R. Smiter

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: September 22, 2015

TITLE OF AGENDA ITEM: Contracted Service for Dual Enrollment Program

DIVISION: K-12 Education

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

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

Board approval is requested for the attached contract:

<u>Vendor</u>	<u>Amount</u>	<u>Fund</u>
Geraldine Black	\$21,297.60	110

FUND SOURCE: General Fund

AMOUNT: \$21,297.60

PREPARED BY: Dionne Mathews-Nelloms

POSITION: Supervisor of Curriculum & Instruction

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ 1 _____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRWOMAN'S SIGNATURE: page(s) numbered 4 _____

2015 SEP 11 PM 2:46
GADSDEN COUNTY BOARD OF EDUCATION
OFFICE OF THE SUPERINTENDENT
200 N. GADSDEN ST. GADSDEN, AL 36033

School Board of Gadsden County, Florida
CONTRACTUAL AGREEMENT
Fiscal Year: 2015-2016

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 Geraldine Black of 1782 Shady Rest Road, Havana, Florida 32333, herein referred to as “Contractor or Sub-recipient”. The contractual agreement will establish uniform administrative requirements for the Contractor or Sub-recipient and the School Board of Gadsden County.

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 Article 2 – Scope of Services, set forth below. The CONTRACTOR understands and agrees that all services contracted are to be performed solely by the CONTRACTOR and may not be subcontracted for or assigned without the prior written consent of the RECIPIENT.

ARTICLE 2. SCOPE OF SERVICES

The Contractor will:

1. Provide daily supervisory insight for students and TCC faculty members.
 - a. Monitor student behavior in lunchroom from 7:00 a.m. – 7:30 a.m.
 - b. Assist students with homeroom expectations and academic requirements (7:35 a.m. – 8:00 a.m.).
 - c. Supervise study hall (8:05 a.m. – 8:25 a.m. / 10:20 a.m. – 11:10 a.m.)
 - d. Monitor students in the computer lab during distant learning allocated time (8:30 a.m. – 10:15 a.m.).
 - e. Submit requested materials to TCC, East Gadsden High and/or West Gadsden High.
 - f. Coordinate and accompany students on applicable field trips to TCC’s campus.
 - g. Assist with the ordering and distribution/collection of college-level textbooks.
 - h. Monitor dual enrolled students when other assessments such as FCAT, EOC, etc. are being administered.
 - i. Assume the responsibility of proctoring mid-term and final online exams.
2. Report any irresolvable problems to the appropriate administrator for assistance.

ARTICLE 3. DURATION OF AGREEMENT

(a). This AGREEMENT shall begin on September 14, 2015 and end June 30, 2016. As required by law, this AGREEMENT shall be subject to review.

(b). CONTRACTOR shall begin performing the contract on September 14, 2015 and finish the project on or before June 30, 2016.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	means a payment made by Treasury check or other appropriate payment mechanism to a contractor or sub-recipient 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.
Contract	means a procurement contract under an award or sub-award, and a procurement sub-contract under a recipient's or sub-recipient's contract. A contract shall be used when the principal purpose is acquisition of property or services for the direct benefit or use of the federal government and/or organization receiving financial assistance. .
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.
Sub-recipient	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.
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 sub-recipient or by a sub-recipient to a lower tier sub-recipient. 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".
Termination	means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion.
Working Capital Advance	means a procedure whereby funds are advanced to the recipient to cover its estimated disbursement needs for a given initial period.

Source: Office of the Secretary, US Department of Education

ARTICLE 5. PAYMENT

(a). RECIPIENT shall pay the CONTRACTOR upon the receipt of a monthly invoice from the CONTRACTOR that includes all activities and services provided with signatures of verification from each work site.

(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) The total cost of the AGREEMENT is as follows:

Hourly rate of \$26.83 pursuant to the GCCTA contract

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. ACCESS AND RETENTION OF RECORDS

The RECIPIENT shall have access to all CONTRACTOR'S records that are directly pertinent to this AGREEMENT.

ARTICLE 8. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the duration of the stated period 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 sixty (60) days written notice.

ARTICLE 9. PERSONNEL AND LEVEL 2 SECURITY CLEARANCE

Pursuant to Florida Statute **1012.465 Background screening requirements for certain noninstructional school district employees and contractors.**--(1) Noninstructional 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. Contractual personnel shall include any vendor, individual, or entity under contract with the school board.

CONTRACTOR agrees to abide by the Level 2 security clearance requirements above.

The CONTRACTOR will work cooperatively with all district employees.

ARTICLE 10. AMENDMENTS

Any changes must be mutually agreed upon and incorporated in written amendments to this AGREEMENT.

ARTICLE 11. INDEPENDENT CONTRACTOR

The CONTRACTOR is an independent contractor and not an employee or agent of the RECIPIENT. CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act defined in Article 9.

ARTICLE 12. NONDISCRIMINATION AND COMPLIANCE

The CONTRACTOR is an independent business owner and not an employee or agent of the RECIPIENT. CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act. CONTRACTOR shall be acting as independent business owner in the performance of this AGREEMENT, and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. CONTRACTOR shall sign an assurance that there exist no known conflict of interest that would make them ineligible to receive district funding for services provided. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this AGREEMENT.

ARTICLE 13. ADMINISTRATION OF AGREEMENT

(a) The RECIPIENT'S contract administrator and contact is Deputy Superintendent or his/her designee.

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

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

ARTICLE 15. 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, representations or agreements on this subject.

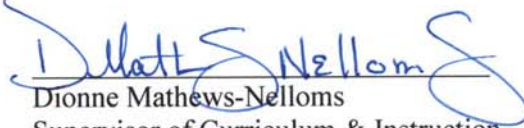
CONFLICT OF INTEREST: As of the date of this AGREEMENT, CONTRACTOR assures the RECIPIENT that he is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the AGREEMENT.

ARTICLE 16. ENFORCEMENT

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

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

Geraldine Black


Dionne Mathews-Nelloms
Supervisor of Curriculum & Instruction

Date

9/11/15

Date

Audrey D. Lewis, Chairwoman
School Board of Gadsden County

Board Approved: _____

Phil Switzer

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: September 22, 2015

TITLE OF AGENDA ITEM: Memorandum of Understanding – CIS of Florida

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Renewal of annual Memorandum of Understanding with Communities in Schools of Florida to provide the establishment and operation of a local project under the AmeriCorps VISTA program pursuant to Title I, Part A of the Domestic Volunteer Service Act. The primary purpose of this MOU is for the Gadsden County Schools to provide the site with up to (5) AmeriCorps VISTA members (serving as Parent Liaisons) to perform volunteer service to strengthen and supplement efforts to eliminate poverty and poverty-related human, social and environmental problems as specified in the Project Application. The Project Application if incorporated in this MOU by reference.

FUND SOURCE: Federal

AMOUNT: \$12,000.00

PREPARED BY: Rose Raynak *RR*

POSITION: Director of Federal Programs

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: _____

2015 SEP 10 AM 9:03
GADSDEN SCHOOL BOARD
OFFICE OF THE ASSISTANT
SUPERINTENDENT

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
09/09/15

PURCHASE ORDER NO.
188270

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR	VC13490000	SHIP TO THIS ADDRESS
	COMMUNITIES IN SCHOOLS OF FL 444 APPELYARD DRIVE TALLAHASSEE FL 32304	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
------------------------	-------------	----------------

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
ATTN: ROSE RAYNAK/DM				
2	SM.CHKD	***VENDOR NOT SUBRECIPIENT*** EDUCATIONAL CONSULTANT TO SERVE AS PARENT LIAISON (SEE ATTACHED MOU)	6000.00	12000.00

PAY TERMS: NET 30

TOTAL 12,000.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	12,000.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	6300	390	9001	4221260		12000.00	

VENDOR

MEMORANDUM OF UNDERSTANDING

Communities In Schools of Florida
444 Appleyard Dr.
Tallahassee, FL 32304
850-201-9756
Project Director: Lois Gracey
Project Number: (850) 201-9750
&
Gadsden County School District
35 Martin Luther King Jr. Boulevard
Quincy, FL 32351
(850) 627-9651
Director: Rose Raynak
AmeriCorps*VISTA Supervisor: Rose Raynak

This Memorandum of Understanding, hereinafter referred to as "the MOU", between the two above-captioned parties: 1) **Communities In Schools of Florida**; hereafter referred to as "Sponsor" and 2) **Gadsden County School District**, hereafter referred to as "Site," sets forth the parties' understanding concerning the establishment and operation of a local project under the AmeriCorps*VISTA program, pursuant to Title I, Part A of the Domestic Volunteer Service Act, as amended, (42 U.S.C. 4951 et seq.), hereinafter referred to as "the Act". The primary purpose of this MOU is for the Sponsor to provide the Site with up to Five (5) AmeriCorps*VISTA members to perform volunteer service to strengthen and supplement efforts to eliminate poverty and poverty-related human, social, and environmental problems as specified in the Project Application. The Project Application is incorporated in this MOU by reference.

The MOU provides for the assignment of up to Five (5) AmeriCorps*VISTA members supported by the Sponsor.

This MOU is not intended to be a formal contract between the agencies/parties, but rather an expression of understanding to facilitate cooperation on matters as outlined herein.

I. GENERAL PROVISIONS

1. Duration of This MOU

This MOU is for one year, and shall become effective on the date after execution of this MOU. The date of execution of this MOU is the date that the final signatory for either party signs and dates this MOU. This MOU is subject to performance of the terms as set forth in this MOU, below in Part II. Activity on the project shall be deemed to have begun on **08/23/2015** and shall end thereafter on **08/22/2016**, unless terminated sooner by either or both of the parties. It is the intent that this MOU will be renewed in August 2016 and continues for another year; this is pending available resources from the CNCS VISTA State Office and not Communities In Schools of Florida.

2. Status of VISTA Members During Service

- a. AmeriCorps*VISTA members are eligible for all benefits and coverage's provided to them under the Domestic Volunteer Service Act of 1973 (the Act), including the "income disregard" provisions as set forth at 42 U.S.C. § 5044 of the Act; the Federal Employees Compensation Act (FECA); and the Federal Tort Claims Act (FTCA).
- b. AmeriCorps*VISTA members shall not be considered employees of the Sponsor or the Site. AmeriCorps*VISTA members are deemed employees of the federal government
- c. AmeriCorps*VISTA members are non-sworn individuals with no rights or authority to take any law enforcement action or effect arrest.

II. RESPONSIBILITIES OF THE PARTIES

1. Sponsor Responsibilities

- a. Provide technical assistance to the Site in planning, development, and implementation of the project;
- b. Periodically review and assist the Site's use of AmeriCorps*VISTA members to achieve the objectives and perform the task(s) specified in the Project Narrative;
- c. Promptly respond to written requests by the Site to remove any AmeriCorps*VISTA member from the project.

2. Site Obligations

- a. Assist in the recruitment of applicants to become AmeriCorps*VISTA members;
- b. Accept an assigned AmeriCorps*VISTA member as a volunteer, subsequent to a successful law enforcement background investigation;
- c. Arrange and be responsible for providing in-depth on-site orientation and training for all incoming AmeriCorps*VISTA members at the beginning of their service;
- d. Assist in the provision of pre-service, early service, and in-service training, as specified in the Project Narrative;
- e. Operate the project in accordance with the provisions of the Act, applicable program policies and regulations, and other Federal laws, regulations, and policies which are, or become, applicable to the program;
- f. Operate the project in accordance with the project application, including the budget that states the Site's reimbursement to the Sponsor for the subsistence allowances of all AmeriCorps*VISTA members assigned to the Site who are subject to cost-share. The current cost-share (administrative fee) is \$6,000 annually. **The site will make every reasonable effort to provide the Sponsor the annual cost prior to any members attending the required Pre-Service Orientation for AmeriCorps VISTA.** All cost-share amounts are final and not pro-rated if a member terminates early for any reason;

- g. Engage in best efforts to accomplish the goals and objectives set out for the AmeriCorps*VISTA members in the Project Narrative, and comply with the Assurances included within the Project Application (Narrative);
- h. Provide reimbursement for mileage if member travels, and other project support as specified in the Project Narrative and paragraph 4 ("Joint Responsibilities") of this Part of the MOU;
- i. Supervise the AmeriCorps*VISTA members as described in the Project Narrative and paragraph 4 ("Joint Responsibilities" of this Part of the MOU);
- j. Abide by the appropriate task set forth by the Sponsor and avoid assigning VISTA Members Direct Service assignments or inappropriate tasks. (A list of inappropriate tasks can be found in the Supervisors manual on pages 71-72);
- k. Maintain such records and accounts, and make such reports and investigations concerning matters involving AmeriCorps*VISTA members and the project as the Sponsor may request. The Site agrees to retain such records as the Sponsor may request for a period of three years after completion or termination of the project, or longer if requested for administrative proceedings and/or litigation purposes, and to provide access to such records to the Sponsor for the purpose of litigation, audit or examination;
- l. Notify the Sponsor of any changes in writing to the VISTA Member's Assignment Description, supervisor, site;
- m. To the maximum extent practicable, consult with and use the people of the community to be served by AmeriCorps*VISTA members in planning, developing, and implementing the project;
- n. Report to the Sponsor, within 24 hours, the unscheduled departure of AmeriCorps*VISTA members, and otherwise keep the Sponsor timely informed of unscheduled changes of status and conditions of AmeriCorps*VISTA members, such as arrests, hospitalization, and absence without leave;
- o. Submit Project Progress Reports within the required time frame. Currently The Sponsor operates on a monthly progress report schedule that is to be completed by the VISTA member and turned in by the Site Supervisor no later than the 5th business day of every month;
- p. Submit on-site training (OST) plans to the Sponsor prior to the starting date of such training. On-site training must occur and be completed within the first two to four weeks of an AmeriCorps*VISTA member's assignment to the Site;
- q. Make every reasonable effort to ensure that the health and safety of AmeriCorps*VISTA members are protected during the performance of their assigned duties. The Site shall not assign or require AmeriCorps*VISTA members to perform duties which would jeopardize their safety or cause them to sustain injuries;
- r. In the event of a locally- and/or nationally- declared disaster, and with direction from the Sponsor be responsible for providing AmeriCorps*VISTA members opportunities to

participate in local and/or national emergency disaster relief efforts if needed. All AmeriCorps*VISTA Program policies, terms and conditions remain in effect and benefits and protections afforded and provided to AmeriCorps* VISTA members and Sponsors and Sites shall continue while on special disaster relief assignment as if the AmeriCorps*VISTA members are in traditional service at the originally assigned site;

- s. Allow AmeriCorps*VISTA members to participate in National Days of Service, e.g., Martin Luther King, Jr. Holiday, National Volunteer Week, should activities be organized in the communities where the members are in service.

3. Joint Responsibilities

- a. Site has primary responsibility for recruiting AmeriCorps*VISTA members with support from the Sponsor;
- b. The Sponsor and Site will cooperate together in all in-service trainings;
- c. Neither the Sponsor nor the Site have authority to terminate a VISTA member and will request removal of a member should a situation arise that deems it necessary.

4 Nondiscrimination

a. General Prohibition

No person with responsibilities in the operation of the project shall discriminate against any AmeriCorps*VISTA member, or member of the staff of, or beneficiary of the project, with respect to any aspect of the project on the basis of race, religion, color, national origin, sex, sexual orientation, age, disability, political affiliation, marital or parental status, or military service.

b. Sexual Harassment

Sexual harassment is a form of discrimination based on sex, which is prohibited as addressed directly above. As the recipient of federal financial assistance from the Corporation, the Site is responsible for violations of the prohibition against sexual harassment and for taking corrective action and/or disciplinary action if violations occur. Such sexual harassment violations include:

1. Acts of "quid pro quo" sexual harassment where a supervisor demands sexual favors for service benefits, regardless of whether the Site, its agents or supervisory employees should have known of the acts;
2. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature which have the purpose or effect of creating an intimidating, hostile or offensive service environment;
3. Acts of sexual harassment toward fellow AmeriCorps*VISTA members or non-employees, where the Site, its agent or its supervisory employees knew or should have known of the conduct, unless it took immediate and appropriate corrective action.

5. Delegation and Subcontracting

The Site is prohibited from delegating or assigning any of its obligations or duties contained in this MOU.

6. Supplemental Payments Prohibited

Monetary subsistence allowances provided to AmeriCorps*VISTA members are designed to permit AmeriCorps*VISTA members to live at or below the economic level of the persons served, as required by law. The Site is strictly prohibited from supplementing these allowances.

7. Prohibitions of Use of Corporation Assistance By Site

The Site agrees that no AmeriCorps*VISTA member assigned to the Site, under this MOU, shall be used to assist, provide or participate in:

- a. Partisan and non-partisan political activities associated with a candidate, including voter registration;
- b. Direct or indirect attempts to influence passage or defeat of legislation or proposals by initiative petition;
- c. Labor or anti-labor organization or related activities;
- d. Religious instruction, worship services, proselytization, or any other religious activity as an official part of their duties;

8. The Sponsor further agrees not to:

- a. Carry out projects resulting in the identification of such projects with partisan or non-partisan political activities, including voter registration activities, or providing voter transportation to the polls;
- b. Assign AmeriCorps*VISTA members to activities that would result in the hiring of or result in the displacement of employed workers, or impair existing contracts for service;
- c. Accept or permit the acceptance of compensation from AmeriCorps*VISTA members or from beneficiaries for the services of AmeriCorps*VISTA members;
- d. Approve the involvement of any AmeriCorps*VISTA members assigned to it in planning, initiating, participating in, or otherwise aiding or assisting in any demonstration whatsoever.

III. LIABILITY

- 1. To the extent permitted by Section 768.28, Florida Statutes, and the Florida Constitution, the parties agree to indemnify and hold harmless each other from all claims, damages, liabilities, or suits of any nature whatsoever arising out of, because of, or due to any act or occurrence of omission or commission of either party, including but not limited to costs and

a reasonable attorney's fee. Neither party shall be deemed to assume any liability for the acts, omissions to act and negligence of servants and employees;

2. The Site does not waive its sovereign immunity by entering into this MOU, and fully retains all immunities and defenses provided by law with respect to any action based on or occurring as a result of this MOU;
3. The Sponsor and the Site agree that the AmeriCorps*VISTA member that has been assigned to the Site for participation in the local project as defined in the opening paragraph of this MOU, is not an employee of the Site, but rather an employee of the federal government as defined in Section I.2.a., herein, and therefore, the Site shall not be deemed to assume responsibility for the acts, omissions, or conduct of the AmeriCorps*VISTA member while engaged in rendering services pursuant to this MOU.

IV. TERMINATION

1. This MOU may be terminated without cause by either party upon 30 days written notice provided to the non-terminating party by the terminating party;
2. In witness whereof, the parties whose signatures appear below attest to having the authority to enter into this MOU and agree that this MOU will become effective on the aforementioned date.

COMMUNITIES IN SCHOOLS OF FLORIDA

Gadsden County School District

BY: _____

BY: _____

(Sponsor Signature)

(Responsible Party)

Name: Lois L. Gracey

Name: _____

(Print)

Title: CISFL STATE DIRECTOR

Title: _____

Date: _____

Date: _____

Address: 444 Appleyard Dr.
Tallahassee, FL 32304

Address: 35 Martin Luther King Jr. Boulevard
Quincy, FL 32351

Phone: (850) 201-9750

Phone: (850) 627-9651

Rob Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8f

DATE OF SCHOOL BOARD MEETING: September 22, 2015

TITLE OF AGENDA ITEM: Gadsden District Instructional Leadership and Faculty Development Grant

DIVISION: Staff Development/Curriculum and Instruction

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

PURPOSE AND SUMMARY OF ITEM:

Notification of submission of a FLDOE Request for Application Discretionary grant to provide professional development for principals and other LEA administrators in instructional and human resource leadership positions focused on the use of teacher evaluations to improve instruction, aligning instruction with the LEA's curriculum and state standards, best financial practices, and other leadership responsibilities that support student achievement through job-embedded delivery and through either regional, local, or digital formats.

FUND SOURCE: Specific Appropriation 104 for Administrator Professional Development

AMOUNT: \$18,348.00

PREPARED BY: Pauline West

POSITION: Staff Development Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

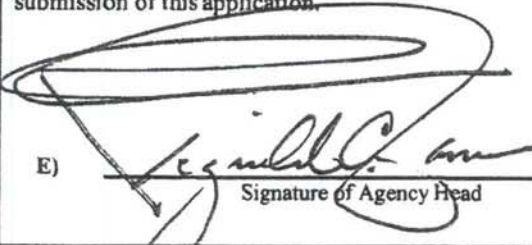
SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

OFFICE OF GRANTS MANAGEMENT
 2015 AUG 31 PM 1:03
 RECEIVED

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: District Instructional Leadership and Faculty Development Grant <p style="text-align: center;">TAPS NUMBER: 16A050</p>	DOE USE ONLY Date Received Project Number (DOE Assigned)												
B) Name and Address of Eligible Applicant: Gadsden County School Board 35 MLK, Jr. Blvd. Quincy, Florida 32351		Project Number (DOE Assigned)												
C) Total Funds Requested: \$ <p style="text-align: center; border-top: 1px solid black;">18,348</p> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Pauline West</td> <td>Telephone Numbers:</td> </tr> <tr> <td>Fiscal Contact Name: Kim Ferree</td> <td>(850) 627-9651 ext.1402 (850) 627-9651 ext.1222</td> </tr> <tr> <td>Mailing Address:</td> <td>E-mail Addresses:</td> </tr> <tr> <td>35 MLK, Jr. Blvd. Quincy, Florida 32351</td> <td>westp@gcpsmail.com ferreek@gcpsmail.com</td> </tr> <tr> <td>Physical/Facility Address:</td> <td>DUNS number: 152811279</td> </tr> <tr> <td>35 MLK, Jr. Blvd. Quincy, Florida 32351</td> <td>FEIN number: 59-6000615</td> </tr> </table>		Contact Name: Pauline West	Telephone Numbers:	Fiscal Contact Name: Kim Ferree	(850) 627-9651 ext.1402 (850) 627-9651 ext.1222	Mailing Address:	E-mail Addresses:	35 MLK, Jr. Blvd. Quincy, Florida 32351	westp@gcpsmail.com ferreek@gcpsmail.com	Physical/Facility Address:	DUNS number: 152811279	35 MLK, Jr. Blvd. Quincy, Florida 32351	FEIN number: 59-6000615
Contact Name: Pauline West	Telephone Numbers:													
Fiscal Contact Name: Kim Ferree	(850) 627-9651 ext.1402 (850) 627-9651 ext.1222													
Mailing Address:	E-mail Addresses:													
35 MLK, Jr. Blvd. Quincy, Florida 32351	westp@gcpsmail.com ferreek@gcpsmail.com													
Physical/Facility Address:	DUNS number: 152811279													
35 MLK, Jr. Blvd. Quincy, Florida 32351	FEIN number: 59-6000615													
CERTIFICATION														
<p>I, <u>Reginald C. James</u>, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>														
E)  _____ Signature of Agency Head														



Instructions for Completion of DOE 100A

- A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C. Enter the total amount of funds requested for this project.
- D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS) number requirement is explained on page A-2 of the Green Book. The Physical/Facility address and Federal Employer Identification Number (FEIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
 - **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**



Scope of Work

The scope of work clearly documents the project requirements including rationale, project design, tasks/activities, deliverables, and evidence to be provided by the grantee, as outlined by the *Project Performance Accountability* form on the last page of this document.

Section I: Rationale

Directions: The requirements listed below must be met for applications to be considered in substantially approvable form and thus eligible for review. The response provided should address all bulleted items. For additional guidance, refer to the *Request for Application* document.

a. Needs Assessment

Given that an essential purpose of educational leadership is to improve instruction, what professional learning needs of school principals and supervisors will this project address to deepen understanding of the complexity of teaching and design and improve capacity to deploy systems, structures, practices and routines that actually support the improvement of teaching practice?

Response: As Gadsden moves into the fourth year implementation of the Marzano Instructional Evaluation Systems, there is a strong need to improve leadership practices linked to student achievement and to deepen district-wide understanding of rigor and skill in observing and delivering rigorous instruction. In this project, district leaders (school principals and principal supervisors) will learn how to move past the foundation of understanding rigorous standards to how to lead teachers in planning rigorously. The overarching goal is for leaders to build a foundation of sustainable support leading to more rigorous, standards-based teaching and learning. More specifically, the following will be addressed:

- 1) Facilitating and giving feedback as teachers operationalize new standards into learning targets, units, lessons, and assessments.
 - 2) Providing support as teachers design lessons to engage students for growth and applying related cognitive processes to their practice.
 - 3) Learning the characteristics of effective scales, assessments, and lessons aligned to the performance scale.
- Include data such as administrator and instructional evaluation results used to inform your decisions.

Response: District leaders (superintendent, deputy superintendent, principals, principal supervisors, directors and coordinators) meet monthly through district leadership and instructional leadership teams to assess and ensure implementation of all professional development initiatives and related grant applications with district and state strategic goals and federal requirements. The assessment, conducted by the Staff Development Director, included input from the Gadsden Mentoring Initiative for New Principals, all school principals in district leadership team meetings and through surveys, site visits, personnel records - including PAEC's ePDC records, teacher



evaluations, instructional coaching logs, ETO site reports, internal personnel records referencing teacher/school leader qualifications, recently released results from 2013-2015 of Gadsden District Personnel Evaluations from the Bureau of Educator Recruitment, Development, & Retention, 2013-2014 School Accountability Reports (district and school grades), the curriculum offerings district-wide, and separate requests for training assistance. In monthly leadership meetings new initiatives and interventions are proposed, discussed at length, and training is determined to implement these changes with fidelity.

As of June 2014, data from 2013-14 school year is:

- Reading 38% proficiency - falling
- Math 48% proficiency - falling
- Writing 48% proficiency
- Science 40% rising slightly
- Learning Gains for reading and math are relatively the same from year to year (50%)
- Improvements to the lowest quartile students in reading and math is rising, especially at the elementary schools.
- High-performing schools improved from 46% to 54% from 2013 to 2014
- Low-performing schools doubled in numbers from 23% to 46% from 2013 to 2014

In spite of rising learning gains and improvements to the lowest quartiles, students in the district are still below state averages in core subjects. Teachers continue to require intensive training in deeper understanding and implementation of the new Florida standards. A greater focus is being placed on training teams at each school and more frequent progress monitoring of the implementation at the respective schools. Reading proficiency remains the strongest need, especially since writing has been blended into the reading curriculum. There is still much work to be done in End of Course exams and Science proficiency.

There are several reasons 100% of teachers were not highly qualified and/or not in-field during 2013-14 and 2014-15. Some of the primary root causes for this include teacher preparation for classroom management and differentiated instruction, high numbers of new teachers, and high mobility in teaching staff due to wage differentials between districts and states. Ninety-three percent of the teachers are certified and highly qualified. Regardless of recruitment efforts, it is still difficult for the district to attract and retain highly qualified and effective teachers. The vast majority of courses continue to be taught by highly qualified staff. However, three hundred forty three individual courses out of over 4000 were identified as being taught by non-highly qualified teachers. The district has further implemented its online professional development offerings to help teachers acquire the skills they need to become certified in all the areas they teach. This eliminates teachers being taken out of the classrooms as frequently. Partnerships with the local community college continue to assist with advanced course offerings on high school campuses. The district values its teachers and works hand-in-hand with the bargaining unit to provide as many accommodations as necessary to facilitate teacher training programs and provide incentives. Leadership moves have been minimized which allows leaders to be more proactive about choosing staff earlier in the spring to secure them for the upcoming school year. Also, leaders become more knowledgeable of how to effectively implement the Marzano's domains; they are also better able to monitor teachers and assist with linking them to training.

VAM data continues to be problematic and is not a complete measure of teacher effectiveness in the classroom. Principals rely on supplemental achievement data to couple with VAM when



making hiring and placement decisions. The 2013-14 performance evaluation results indicate that while distinctions were made between the two highest evaluation categories, none of the instructional personnel and administrators in Gadsden received evaluations in the lower two categories. A small number, however, did receive need improvement rating. An analysis of performance evaluation results by district revealed that the statewide pattern persists in the majority of districts. In Gadsden, most educators were rated either Effective or Highly Effective. District-wide, 90% of administrators, 97% of other instructional personnel, and 97.3% of classroom teachers received an Effective or Highly Effective Rating for the 2013-14 school year. On the other hand, a significant proportion of administrators (31%), other instructional personnel (34.7%), and teachers (33.6%) were not evaluated despite requirements in Section 1012.34(3)(a), F.S. that they be evaluated annually.

The vast majority of classroom teachers (96%) received evaluation performance ratings in the top two categories, Highly Effective (32.8%) and Effective (63.2%). A small percentage (4%) of classroom teachers received a rating of Needs Improvement. However, according to VAM classifications, 5.6% were Highly Effective, 50.4% were Effective, 20.8% were rated as Needs Improvement, and 22.4% were rated Unsatisfactory. 44 teachers received a Highly Effective or Effective performance evaluation and were also categorized as Highly Effective or Effective based on their VAM scores, which is 35.2% percent of teachers who received a VAM score and a district evaluation rating. Lastly, while it was not surprising that the teachers with the highest VAM scores in the district received an evaluation rating of Highly Effective or Effective, it was surprising that the teachers with the lowest VAM scores also received evaluation ratings of Highly Effective or Effective as well.

The results of the annual performance appraisals for teachers and principals were as follows:

- 90% of principals were rated either Effective or Highly Effective
- The number of teachers who were out-of-field was 15 out of 440 total teachers in the district
- All teachers were evaluated as Effective or Highly Effective for the 14-15 school year except one who was rated as Needing Improvement.
- 44% has VAM classifications of Needs Improvement and unsatisfactory, but received Highly Effective and Effective on evaluation ratings completed by school leaders.

Teachers identified as needing improvement (but still rated effective) included new and second career teachers who need more assistance with classroom management and infusing the new Florida Standards into instruction.

Tables 1-3 refer to instructional personnel and administrators who received evaluations ratings for the 2013-2014 school year (the districts third year of implementing the Marzano teacher evaluation and the state evaluation model for administrators).

Table 1: Evaluation Results – Classroom Teachers

District ID	District Name	Of Those with Evaluation Data, 2013-14 Personnel Evaluation, Classroom Teachers										Number Not Evaluated	Percent of Total Not Evaluated	Total
		Highly Effective		Effective		Need Improvement		3-years Developing		Unsatisfactory				
		N	%	N	%	N	%	N	%	N	%			
20	Gadsden	102	30.5	223	66.8	9	2.7	0	0.0	0	0.0	169	33.6	503
--	Statewide	68,373	41.9	3	55.7		1.4		0.7		0.3	26,707	14.1	189K +



Table 2: Evaluation Results – Other Instructional Personnel

District ID	District Name	Of Those with Evaluation Data, 2013-14 Personnel Evaluation, Other Instructional Personnel										Number Not Evaluated	Percent of Total Not Evaluated	Total
		Highly Effective		Effective		Need Improvement		3-years Developing		Unsatisfactory				
		N	%	N	%	N	%	N	%	N	%			
20	Gadsden	37	56.1	27	40.9	2	3.0	0	0.0	0	0.0	35	34.7	101
	Statewide	7,864	51.4	7323	47.8	95	0.6	15	0.1	10	0.1	7,782	33.7	23,089

Table 3: Evaluation Results – Administrators

District ID	District Name	Of Those with Evaluation Data, 2013-14 Personnel Evaluation, Administrators										Number Not Evaluated	Percent of Total Not Evaluated	Total
		Highly Effective		Effective		Need Improvement		3-years Developing		Unsatisfactory				
		N	%	N	%	N	%	N	%	N	%			
20	Gadsden	11	55.0	7	35.0	2	10.0	0	0.0	0	0.0	9	31.0	29
	Statewide	1,528	30.1	3,437	67.7	95	1.9	8	0.2	8	0.2	3,697	42.1	8,773

The leadership mentoring program has been reformed with closer and more frequent district support to assist with progress toward goals. According to findings from the district’s independent consultant for the principal mentoring program, participants understand what it takes to become a highly performing principal but lack the necessary tools to more effectively lead instruction at the school. These principals are also enrolled in the PAEC SAIL Academy Cohort II Principalship Program, which involves an 18-month commitment studying, practicing and implementing topics including student achievement, instructional leadership, and organizational leadership, professional and ethical behavior.

Monthly meetings with teachers and administrators led by the staff development leaders and district turnaround specialists (ETO) allow for more frequent teacher/administrator input about staff development needs. Title I staff coordinates with Title II staff in the development of the applications and alignment of professional development dollars to raise teacher quality. An annual Title I survey of educators assist with identifying the kinds of professional development needs. This information is collaboratively shared with Title II leaders.

Administrators attend an annual leadership institute and are provided with year-round professional development opportunities. Aspiring leaders are provided mentoring and training opportunities to enhance leadership skills. Each teacher has an individual professional development plan (IPDP) that is reviewed with them annually by their school leaders during their annual evaluation. Edivate provides opportunities for online training with follow-up to meet the needs identified on the IPDPs. The Personnel Office arranges for awarding of credits toward teacher credentials after completion of online programs. Teacher evaluations are linked with Edivate and each principal has been provided with an iPad so that they could record teacher effectiveness in each segment of Domain 1 during classroom walkthroughs. Edivate allows principals to link online professional development to any area deemed to be less than highly effective and track teacher participation in PD with follow-up. Ongoing reviews of IPDPs and classroom walkthrough evidence track progress toward more effective instruction. All plans and IPDPs are aligned with ePDC and PAEC. Regular monitoring of IPDPs, teacher qualifications, and teacher training are done by Personnel staff, district leadership, and principals during the school year.



Gadsden is on track to meet its AMOs. Strong strategies are being utilized and are planned to continue. Gadsden involves collaborative groups of teachers and administrators through lesson study and PLCs to implement effective lesson plans and the new standards, however, there is still a need to operationalize new standards into learning targets, units, lessons, and assessments. Gadsden continues to provide training in data analysis, in methods of improving student behavior; and identifying early warning signs and implementing effective behavior interventions. There is a continuing district focus on school reform and strategies to improve academic achievement of all students.

Title I and Title II closely collaborate on development of applications and shared alignment of staff development dollars to ensure there is no duplication in services and that both programs meet their goals. Gadsden continues to offer trainings such as Talent Keepers, Standards for Staff Development Protocol, Expert Series for instructional leaders, etc. and supporting the implementation of the Florida PD Protocol System to maintain quality leadership. Gadsden also continues to intensify monitoring, oversight, and frequency of PD; expects participation in lesson study and PLCs; provides ongoing data analysis training and training on implementing effective teacher evaluations; provides instructional specialists in the most fragile schools trained in the latest research-based strategies and modeling. During preplanning week each year, more training on instructional effectiveness, behavior, data, and the infusion of standards and technology is scheduled. Annual Outcomes for the district include: 50% proficiency in reading and writing; 60% in Math; 40% in Science; and at least 40% success on EOC exams.

b. Project Implementation and Responsible Staff

Describe how the project will be implemented.

Response: Gadsden district leaders will engage in professional development provided by **Learning Sciences International**---*Leading Rigorous Planning*. The training entails hands-on, deep research-based professional development focused on helping leaders and teachers get ready to take students to an unprecedented level of cognitive complexity. District Leaders (Principals and Principal Supervisors) will also learn how to move past the foundation of understanding rigorous standards to how to lead teachers in planning rigorous units.

Participants will engage in a 3-day training to be delivered quarterly beginning Fall of 2015 and concluding Spring 2016. The sessions will focus on how to facilitate and give feedback as teachers operationalize new standards into learning targets, units, lessons, and assessments. Participants will learn how to provide support as teachers design lessons to engage students for growth and apply related cognitive processes to their practice. Leaders will learn the characteristics of effective scales, assessments, and lessons aligned to the performance scale.

Outcomes include:

- Defining exactly what students need to know in new standards
- Giving feedback on rigorous learning goals and performance scales that represent a progression of learning required by standards
- Providing support on the alignment of assessments to learning targets
- Effectively helping teachers select and use research-based strategies



Table 4: Project Implementation and Responsible Staff

Executive Sponsor: Rosalyn W. Smith, the Deputy Superintendent, who reports directly to the Superintendent, will be responsible for the executing the activities outlined in this project			
Activity/Deliverable	Description	Person (s) Responsible/Partner	Role
<i>Leading Rigorous Planning – 3 Day Training - Day 1</i> <ul style="list-style-type: none"> Overview of Training and Marzano Evaluation Process Initial Training Date: by September 30, 2015	<i>Leading Rigorous Planning (Day 1); Advanced;</i> Participants learn how to lead teachers as they create scales, formative assessments, and plan intentional lessons. (training: face-to-face)	Robert LaGrassa, <i>Learning Sciences International Partner</i>	Delivery of training
		Pauline West, Facilitator	Monitoring project implementation/Reproduce materials specific to <i>Learning Rigorous Planning</i>
<i>Leading Rigorous Planning – Day 2</i> <ul style="list-style-type: none"> Continuation from Day 1 Date: by December 31, 2015	<i>Leading Rigorous Planning (Day 2); Advanced;</i> Participants learn how to lead teachers as they create scales, formative assessments, and plan intentional lessons. (training: face-to-face)	Robert LaGrassa, <i>Learning Sciences International Partner</i>	Delivery of training
		Pauline West, Facilitator	Monitoring project implementation/Reproduce materials specific to <i>Learning Rigorous Planning</i>
<i>Leading Rigorous Planning – Day 3</i> <ul style="list-style-type: none"> Continuation from Day 2 Completion and Reflective Evaluation Date: March 31, 2016	<i>Leading Rigorous Planning (Day 3); Advanced;</i> Participants learn how to lead teachers as they create scales, formative assessments, and plan intentional lessons. (training: face-to-face)	Robert LaGrassa, <i>Learning Sciences International Partner</i>	Delivery of training
		Pauline West, Facilitator	Monitoring project implementation/Reproduce materials specific to <i>Learning Rigorous Planning</i>
Follow-up: Next Steps Date: Prior to June 30, 2015	<i>District Leadership Team Meeting:</i> Plan how to continue building the district’s capacity to sustain improvements in	Rosalyn W. Smith, Deputy Superintendent Pauline West, Facilitator	Build plan for sustaining 3-day training



	leadership and teaching.		
--	--------------------------	--	--

- Include identification of the project’s “executive sponsor” at the LEA level (someone who reports directly to the superintendent if it is not the superintendent), along with his or her title, who will be responsible for the execution and the deliverables associated with the project.

Response: Rosalyn W. Smith, the Deputy Superintendent, who reports to directly to the Superintendent, will be responsible for the executing the activities outlined in this project.

- Include the person(s) who will have day-to-day managerial responsibilities for the project and assist the department in ongoing monitoring of project implementation and determining what best practices might be shared and scaled as well as assuring accountability with legislative and department intent and contemporary research.

Response: Pauline West, Staff Development Coordinator, will have day-to-day managerial responsibilities for the project and assist the department in ongoing monitoring of project implementation and determining what best practices might be shared and scaled as well as assuring accountability with legislative and department intent and contemporary research

- Provide the names and titles of LEA staff who will provide time and effort in support of success on this project and provide a brief summary of any resources that will support this project.

Response: Pauline West, Staff Development Coordinator, will provide time and effort in support on this project under the supervision of both the Staff Development Director, Dr. Pink Hightower, and the Deputy Superintendent Rosalyn W. Smith.



Section II: Project Design

LEAs use this section to provide a description of the process, tasks/activities, products or services (deliverables), and artifacts (evidence).

Directions: The requirements listed below must be met for applications to be considered in substantially approvable form and thus eligible for review. The response provided should address all bulleted items. For additional guidance, refer to the *Request for Application* document.

a. Targeted Instructional Leadership Skills

Professional learning anchored in texts like *Mindset* (Dweck, 2006) and *Leading for Instructional Improvement* (Fink and Markholt, 2009) (the basis for the Commissioner's Leadership Academy) as well as LEA-selected research-based resources deepens the capacity of instructional leaders to create systems, structures and supports that improve instruction for the purpose of improving student achievement.

- Describe the other professional learning opportunities this grant will support to improve the capacity of school principals, principal supervisors, and other instructional leaders to recognize high quality instructional practices and utilize the LEA's evaluation system as a growth model to provide on-going monitoring and feedback to support teacher growth in targeted instructional practices.

Response: *Leading Rigorous Planning for Instructional Leaders*

District leaders (school principals, principal supervisors, and other instructional leaders) will participate in training to support teachers in implementing rigorous, standards-based learning strategies in their lessons. After this 3-session training from **Learning Sciences International**, called *Leading Rigorous Planning*, our instructional leaders will know how to define exactly what our students need to know in the Florida Standards. They will learn how to give feedback on rigorous learning goals and performance scales that represent a progression of learning required by the standards. They will also be able to provide support on the alignment of assessments to learning targets, and help teachers select and use research-based strategies.

To support district leaders participating in this training, we will provide to participants the Essentials for Achieving Rigor book: *Creating and Using Learning Targets and Performance Scales*.

- Include in this description how the proposal builds on instructional leadership work that has already taken place or is underway and will build toward work that will take place with or without additional state appropriations in 2016-17 and beyond.

Response: With *Leading Rigorous Planning* training for district leaders, we expect to build a foundation of sustainable support leading to more rigorous, standards-based teaching and learning in our classrooms in 2016- 2017 school year and beyond.



- Include in this description how the district will educate instructional leaders in the use of VAM data for the purpose of improving instructional outcomes for students.

Response: District Supervisors and the Deputy Superintendent realize that there is a strong need to provide training for principals and possibly other district leaders who were not on staff during the implementation phase of the Marzano Teacher/state administrator instructional evaluation systems and value-added models when adopted by the district during the Race to the Top initiative. Therefore to close the gap and improve instructional outcomes for students, the Deputy Superintendent has charged the Staff Development Department and K-12 Supervisor of Curriculum Team (including federal programs) to plan and implement tiered trainings for district and school leaders in addition to the *Leading Rigorous Planning*. Knowledge-levels of participants range from awareness (new-comers to the district) to first-year of implementation. Few are at the expert level of understanding and fully able to effectively use VAM data effectively. The Staff Development Director and Deputy Superintendent are committed to providing and scheduling a series of professional development opportunities (self-study, group sessions, webinars, round-table, seminars, DLT meetings (district leadership team), and workshops appropriate for levels of learners' needs throughout the 2015-2016 year. To build capacity and sustainability, participants will use and participate in activities listed in Chart 5 on a required and/or needed basis as deemed by Deputy Superintendent.

Chart 5: Professional Development Trainings for Understanding and Using VAM Data

Overview of Florida's Teacher Evaluation System (PDF)		
Description: To include the following components: (1) Approved District Performance Evaluation Systems, (2) Florida State Models of Evaluation Systems, (3) Statutes, State Board of Education Rules and FLDOE Memoranda, (4) Student Growth, (5) Community of Practice: Student Assessment and Teacher Evaluation, (6) Resources and Technical Assistance, (7) View Statewide Results of 2012-13 Evaluation Ratings 3-27-14 (PDF, 2MB) New!, and (8) District Personnel Evaluation System Ruling Q&A (PDF).		
Audience: New and Aspiring District/School Leaders	Timeline: Present – December 31, 2015	Delivery: Self or Group Study; DLT Meetings; District Principalship Cohort Training
Division of Educator Quality		
Description: http://www.fldoe.org/about-us/division-of-educator-quality.stml For more information about VAM, district leaders will be directed to view and debrief the six-minute video explaining Florida's Value-Added Model, the basis for Florida's Plan to Ensure Equitable Access to Excellent Educators (included in the resources).		
Audience: All	Timeline: Present – September 31, 2015	Delivery: Self Study prior to September's DLT



VAM Teacher Evaluation		
<p>As a member district of PAEC, make arrangements for Greg Alford, PAEC VAM Specialist, to assist the district by</p> <ul style="list-style-type: none"> Meeting with the various district leaders throughout the year to help explain the statistical model and how the results are generated. <p>Sharing the development of software (VAM~eASY) to facilitate score computation to be able to pinpoint the individual student VAM scores for the school year that go into the calculation of their teacher scores.</p>		
Audience: All	Timeline: Present – May 31, 2016	Delivery: Workshop
Resources and Technical Assistance (VAM)		
<p>Description: Register district leaders to participate in VAM webinars presented by the Bureau of Educator Recruitment, Development, & Retention.</p> <p>Webinar 1: What is VAM? Webinar 2: Decoding the Student Performance Measures versus VAM Webinar 3: VAM: Using Data to Inform Our Practice</p> <p>If persons have already missed sessions 1 and 2, have them view and or use the presentations, video recordings, transcripts, or pdf files currently archived on the following site: http://www.fldoe.org/teaching/performance-evaluation/resources-technical-assistance.stml</p>		
Audience: All (as needed)	Timeline: Present – December 31, 2015	Delivery: Webinar or Self/Group Study
VAM Overview including Explanation of Gadsden’s VAM Scores for Instructional Leaders		
<p>Description: Schedule a meeting with Brian Dassler, Deputy Chancellor for Educator Quality at Florida Department of Education. Kelly Oglesby is the department’s representative that was recommended if Gadsden needed more information or help thinking through strategies to address the concerns you believe these data raise.</p>		
Audience: All	Timeline: TBA	Delivery: Workshop Presentation (face-to-face)
Performance Evaluation (website) - http://www.fldoe.org/teaching/performance-evaluation		
<p>Description: Florida's Value-Added Models (VAM) Frequently Asked Questions What are Florida's Value-Added Models (VAM)? What does a VAM score mean? Is the VAM score a teacher's entire evaluation? Visit http://www.fldoe.org/profdev/pdf/OverviewFloridasTeacherEvaluationSystem.pdf Why do we have VAM? Is VAM required to be used as a part of a teacher's evaluation? How many teachers will have VAM data? To view each district's teacher and principal evaluation systems, please visit http://www.fldoe.org/profdev/adpes.asp</p>		
Audience: All (as needed)	Timeline: Present – December 31, 2015	Delivery: Self-study, group sessions, webinars, round-table, seminars, DLT



		meetings (district leadership team)
Student Growth		
<p>Description: - Student learning results are a primary purpose of public education. The evaluation of instructional personnel and school administrators gives significant attention to the impact of these educators on student learning growth. The following resources provide background and perspective on Florida's focus on student growth measures.</p> <ul style="list-style-type: none"> • Value Added Model (VAM) (PDF, 67KB) • Overview of the Model to Measure Student Learning Growth on FCAT (PDF, 103KB) • Value-Added Model White Paper (Word, 841KB) • VAM-Impact data from 2012-13 (PowerPoint, 614KB) • VAM-Impact data from 2011-12 (PowerPoint, 6MB) • Transcript for Information for Educators - Incorporating Student Growth Into Teacher and Principal Evaluations Video (Word, 34KB) • Florida's Value-Added Models (VAM) Frequently Asked Questions (Word, 122KB) New! 		
Audience: All (as needed)	Timeline: Present – May 31, 2016	Delivery: Selected components as need; Transcript and FAQ will be required for all
Annual Legislative Report on Teacher Evaluation-2013-14 Evaluations (PDF)		
<p>Description: Reflective thinking and next step (New) - Review each section, appendix, to compare and contrast Gadsden to other similar districts and the state in how rated all instructional leaders and administrators. Discuss possible trainings or shifts needed to adequately meet the needs of administrators, school leaders, teachers and staff. Provide focus time on VAM outcomes including</p> <ul style="list-style-type: none"> • Incorporating Standard Error and Performance-Level Standards for VAM Data • Comparison of VAM Classification and Performance Evaluation Category Distributions by School Grade • Evaluation Results – Classroom Teachers, Other Instructional Personnel, and Administrators • Survey Results Related to the Types of VAM Measures Used by Districts; Survey Results Related to the Use of VAM Standard Errors by Districts; and Survey Results Related to the Classification of VAM Scores by Districts 		
Audience: All (required)	Timeline: Present – March 30, 2016	Delivery: DLT meetings (district leadership team)
6A-5.030 and 6A-5.0411, F.A.C. July 23, 2015 PowerPoint presentation		
<p>Description: District Instructional Personnel and Administrator Evaluation Systems AND Student Learning Growth Measurement Using Statewide Assessment Data for Use in School Personnel Evaluation; Focus on 6A-5.0411, F.A.C - Review the rule / STATE BOARD OF EDUCATION</p> <ul style="list-style-type: none"> • Approval of New Rule 6A-5.0411, Calculations of Student Learning Growth for Use in School Personnel Evaluations 		



<ul style="list-style-type: none"> • Purpose of the Rule 2. Definitions 3. Formulas for Measuring Student Learning Growth 4. Data Collected and Reported for Calculation of Student Learning Growth Formulas 5. Performance Level Standards • Reporting requirements for the annual evaluation of instructional personnel and school administrators; A process for monitoring school district implementation of evaluation systems 		
Audience: All that have not been in a DLT presentation	Timeline: Present to October 31, 2015	Delivery: PowerPoint presentation via self-study or group sessions
Additional Information and Resources		
Description of Resources: <ul style="list-style-type: none"> • Information on House Bill 7069 - (ppt.) May 6, 2015 (updated May 18, 2015) – review sections (all 15) and bill language thoroughly; Outcome: (1) To reposition teacher evaluation as a part of a professional growth system for educators. (2) To reclaim the powerful potential of VAM to support leaders in making data-driven decisions that support student learning and educator growth. • Incorporating Student Growth into Teacher and Principal Evaluations Information for Educators - This presentation provides an overview of changes to educator evaluation in the State of Florida along with specific information about the use of student learning growth data through Florida’s value-added model. 		
Audience: All (as needed)	Timeline: Present – May 31, 2016	Delivery: PowerPoint presentation via self-study or group sessions

- Provide deliverables for this section (e.g., 1 of the 5 learning walk sessions will be completed within quarter 3).

Response: *Leading Rigorous Planning* will take place as follows:

- 15-50 instructional leaders will participate in Session 1 by September 30, 2015, as evidenced by dated sign-in sheets completed by the participants.
- 15-50 instructional leaders will participate in Session 2 by December 31, 2015, as evidenced by dated sign-in sheets completed by the participants.
- 15-50 instructional leaders will participate in Session 3 by March 31, 2016, as evidenced by dated sign-in sheets completed by the participants.

Purchase *Creating and Using Learning Targets and Performance Scales* for district leaders by September 30, 2015, as evidenced by inventory documents, purchase orders and invoices.

b. Enabling Faculty Development

Deepening school leaders’ understanding of high quality instructional practices must be aligned with faculty development processes that support teacher growth on effective implementation of such practices.

- Describe how this grant will support principals and principal supervisors in engaging teachers in study and repetitive implementation of high quality instructional practices.



Response: To deepen district-wide understanding of rigor and skill in observing and delivering rigorous instruction, district and school level leaders will participate in an intensive training that will build capacity, provide opportunities to for both leaders and teachers to experience rigorous teaching in all phases---planning, delivery, reflection and adjustments and how teaching impacts student learning. The expectation is that this training will be sustainable for years to come and ultimately student achievement will begin to grow steadily as we further implement the new Florida standards. The training --- Leading Rigorous Planning---which is from the Learning Sciences Marzano Center's Essentials for Achieving Rigor sessions, will be followed by the district instructional team and leaders providing classroom observations and coaching to ensure implementation of the skills learned. Upon completion of the 3-day training which cover a 10-12 month span, principals and principal supervisors will be able to: define exactly what students need to know in new standards, give feedback on rigorous learning goals and performance scales that represent a progression of learning required by standards, provide support on the alignment of assessments to learning targets, and effectively help teachers select and use research-based strategies. As a final measure of evaluation, the project manager will provide a summary on the impact that the training made as it relates to strengthen principals and principal supervisors roles in leading rigorous planning, improving student achievement, providing teachers with classroom instructional strategies (lesson planning), and promoting rigor and alignment to the standards.

- Include in this description how the proposal builds on faculty development that has already taken place or is underway and will build toward work that will take place with or without additional state appropriations in 2016-17 and beyond.

Response: The district has provided instructional support to classroom teachers through various professional development over the past years, especially since the beginning of and distinction of differentiated accountability schools and summer academies; the SIG, including the implementation of the transformational and turnaround models; formation of the ETO (Educational Transformation Office); roll-out of the common core state standards (year 1 and 2 implementation training in Orlando and Santa Rosa), then later the Florida Standards; Race to the Top initiative; the Marzano Teacher Evaluation Model; the Florida Writing model based on ELA standards; FL STEM and STEAM initiatives; and last year's roll-out of the digital classroom plans featuring project -based learning. The schools have engaged the administrative teams and instructional coaches (reading, mathematics and science) for embedded professional learning, book studies, Socratic seminars, and professional learning communities. In addition, each year, teacher mentors from each school are provided training in Clinical Supervision to be assigned interns from local colleges and universities. Also, lead teachers enter the district's level 1 aspiring leaders training to prepare for district and school-level administrative roles. Others opt to attend SAIL (Student Achievement through Instructional Leadership Academy). Furthermore, all faculties have personnel who have received professional development via district-wide, on-site, or face-to-face contact with the following providers and partners: Panhandle Area Educational Consortium (PAEC), FDLRS (Florida Diagnostic & Learning Resources System), ISRD (Institute for Small & Rural Districts), FLDOE, PTBS Consulting, and the district's MIS, ELL, and ESE departments.



- Provide deliverables for this section (e.g., 1 of the 4 professional development sessions will be completed within quarter 1).

Response: The first session of *Leading Rigorous Planning* will take place as follows: 15-50 instructional leaders will participate in Session 1 by September 30, 2015, as evidenced by dated sign-in sheets completed by the participants. They will also receive a copy of Creating and Using Learning Targets and Performance Scales for district leaders by September 30, 2015, as evidenced by inventory documents, purchase orders and invoices. Reproduction license for materials specific to this training will also be purchased from LSI.

Principals and principal supervisors' activities/tasks include facilitating and giving feedback to teachers on scales, assessments, and lessons aligned to the performance scale as they provide side by side coaching.

c. Alignment of Evaluation and PD Systems

Evaluation and professional development systems should align and work together to promote professional growth.

- Include components that focus on the targeted high quality instructional and leadership practices.

Response: Summer professional development continues to be offered for school administrators, lead teachers, and other staff for Florida Standards, how to implement the new standards and strategies for increased rigor, how to integrate a standards-based curriculum to drive instruction, and how to monitor the instruction after implementation. The district is continually building higher levels of training for the implementation of the new standards into instruction. The district has developed a series of targeted trainings that are available to identified teams of teachers from each school. Trainings are offered during the summer with ongoing progress monitoring during the upcoming school year to assist with transferring learning into classroom instruction. The district collaborated with teams of teachers and FLDOE instructional specialists to develop curriculum pacing guides to support the new standards. During preplanning week each year, more training on instructional effectiveness and the infusion of standards is scheduled for each school so that teachers are fully aware of how the standards align to the state assessment and instruction. Modeling, training, data analysis and other training activities are provided throughout the year by district specialists for instructional coaches. RtI and PBS trainings continue to be offered for all site-based staff, especially for the behavior specialists and guidance counselors - who are responsible for training individual teachers at the site as different Tiers of intervention are required. Subject expert consultants trained in standards-based implementation are contracted as necessary to assist with trainings. Monitoring is ongoing throughout the year so that changes in the training can be made as necessary to better impact transfer of knowledge. Instructional coaches and leaders at high need schools are invited to attend DOE's DA Academy during the summer. The schools greatly benefit from the state's best practices and trainings to assist them in delivering instruction. All trainings and strategies are based in the body of knowledge surrounding the new standards and are reinforced by the district ETO specialists and staff



development team throughout the school year. All trainings and modeling at the school level are developed around the alignment of the new standards to the state assessment and student achievement. All activities are based on the foundational practices for FEAPs to promote common language and understanding of expectations for the quality of instruction and professional responsibility.

The *Leading Rigorous Planning* training will focus our instructional leaders on observing, recognizing and providing actionable feedback to teachers about the planning and implementation of rigorous standards-based teaching strategies.

- Include systems, structures, practices and routines that support study and sustained implementation of school-based professional learning on the targeted instructional practices addressed through the LEA's evaluation systems.

Response: FLDOE annually approves Gadsden's Master In-Service Training Plan. It is facilitated through a partnership with PAEC. Training is determined and developed in consultation with teachers and administrators based on needs assessments, classroom walkthroughs, teacher evaluations and analysis of state and local assessment data. The systems and instruments assist leadership in identifying areas of instructional need. In-service points are earned upon proper documentation of the professional development attended. As the needs identified on IPDPs are met, the Staff Development Director alerts school leaders so they can hold teachers accountable for implementing research-based strategies into their classroom instruction and activities.

The district has a continuing partnership with School Improvement Network through a web based professional development system called Edivate. Its professional development has been aligned to Florida Standards and has been validated and vetted by many educators and school leaders throughout Florida. It is a 24/7 on-line professional development system designed to assist teachers and leaders in reaching professional development goals and continue to grow professionally. All school staff have access to the system. Training is assigned as needs dictate by district and/or school staff. As training is completed, the system notifies the school principal follow-up reflections that allows teachers to transfer learning to their classrooms. Implementation follow up better prepares school administrators for their next classroom walkthrough so they can measure changes in skill levels of teachers based on training received. Targeted professional development available through Edivate allows school leadership interim opportunities to align teacher needs with training throughout the school year.

All new and struggling teachers are placed with teacher mentors. Rising leaders continue to be identified and trained in the strategies of an effective leader so that they can better assist school leaders and prepare themselves professionally for career advancement. New school leaders are provided additional mentorship and training from the district to assist them in running an effective school and reaching maximum proficiency.

- Provide deliverables for this section (e.g., 1 of the 5 planning sessions will be completed within quarter 1).



Response: The second and third sessions of *Leading Rigorous Planning* will take place as follows: 15-50 instructional leaders will participate in Session 2 by December 31, 2015 and session three by March 31, 2016 respectively, as evidenced by dated sign-in sheets completed by the participants. They will still be using or referencing the book, Creating and Using Learning Targets and Performance Scales purchased for district leaders, as evidenced by inventory documents, purchase orders and invoices.

Principals and principal supervisors' activities/tasks continue to include facilitating and giving feedback to teachers on scales, assessments, and lessons aligned to the performance scale as they provide side by side coaching.

d. Other LEA Goals (optional)

Describe any additional processes/tasks/activities where the proposed scope of work fits into the LEA's overall strategy to improve student achievement and is consistent with the intent of the legislative appropriation.

N/A

e. Evaluation Criteria

The evaluation will provide qualitative and quantitative data on the impact of projects implemented. The evaluation process shall include an effective approach for using evaluation results to guide necessary adjustments to the proposed project.

- Describe the methods to be used to monitor implementation of project activities/tasks;

Response: The project manager will verify completion of all activities/tasks associated with this project. The PAEC electronic Professional Development system (ePDC) will be used to monitor participation of training sessions.

- Describe the data/evidence of implementation and/or impact that will be collected by the LEA related to project goals;

Response: The PAEC electronic Professional Development system (ePDC) will be used to document attendance and follow-up activities. Instructional staff evaluation results and student achievement data will be used as evidence of impact.

- Describe how the monitoring and impact data will be analyzed to provide a summary assessment of the impact of the project on LEA instructional leadership capacities.

Q Response: Quarterly *Communities of Practice* meetings during school faculty meeting, district and teacher leaders would examine observational and student performance data and share best practices. During monthly DLT meeting, best practices will be shared among district and other school leaders.

- Describe how project monitoring information will be used to generate needed and appropriate requests for adjustments (on goals, scope of work, tasks, and activities,



deliverables, due dates or costs) that will be submitted to the project manager to initiate department review and approvals.

Response: The project manager will use monitoring information, including evidence of activity participation and completion, evaluation results and student achievement data, to adjust district needs as needed.

Section III: Conditions for Acceptance

The requirements listed below must be met for applications to be considered for review:

√	Application is received in DOE within the timeframe specified by the RFA
√	Application includes required forms: DOE 100A or 100B Project Application Form and DOE 101S Budget Narrative Form
√	All required forms must have the assigned TAPS Number included on the form
√	All required forms have original signatures by an authorized entity
√	NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.
√	DOE 100A – with original agency head signature
√	DOE 101S
√	Scope of Work section (components a through e).
√	Project Performance Accountability Form – Each deliverable must be quantifiable, measurable, verifiable (per 215.971, F.S.) and divided into quarters so that minimum levels of service can be established for each quarter in order to request payment.

Application must be submitted to:

**Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 332
Tallahassee, Florida 32399-0400**



Project Performance Accountability Form

Directions: The requirements listed below must be met for applications to be considered in substantially approvable form and thus eligible for review. This chart should align with the information documented in the Activity/Status Report.

Definitions

- **Scope of Work:** The scope of work clearly documents the project requirements including rationale, project design, tasks/activities, deliverables, and evidence to be provided by the grantee.
- **Tasks/Activities:** The specific activities performed to complete the Scope of Work
- **Deliverables:** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable.
- **Evidence:** The tangible proof, artifacts that document the tasks/activities.
- **Due Date:** Date for completion of tasks
- **Unit Cost:** Dollar value of deliverables

Scope of Work	Tasks/Activities	Deliverables (product or service) <small>*Minimum service levels must be established for each quarter that are quantifiable, measurable, and verifiable.</small>	Evidence (artifacts)	Due Date (within the quarter)	Unit Cost
Build a foundation of sustainable support leading to more rigorous, standards-based teaching and learning	Purchase/provide first day of <i>Leading Rigorous Planning</i> training provided by Learning Sciences International	15-50 instructional leaders will participate in Session 1 of <i>Leading Rigorous Planning</i> training by September 30, 2015.	Agendas, work samples, and dated sign-in sheets	By September 30, 2015 (Quarter 1)	\$4500.00
Provide support on the alignment of assessments to learning targets, and help teachers select and use research-based strategies	Buy 65 copies of <u>Creating & Using Learning Targets & Performance Scales: How Teachers Make Better Instructional Decisions</u> (participants' books for study and implementation of training)	65 copies of <u>Creating & Using Learning Targets & Performance Scales: How Teachers Make Better Instructional Decisions</u> (hard copies)	Copies of books for participants, purchase order/invoice	By September 30, 2015 (Quarter 1)	\$ 1114.10



Provide support on the alignment of assessments to learning targets, and help teachers select and use research-based strategies	Purchase reproduction license for <i>Leading Rigorous Planning</i> for Session 1 of training. This reproduction license grants the district permission to reprint materials specific to the <i>Leading Rigorous Planning</i> training which includes a .pdf version of the PowerPoint handout.	Reproduction license for <i>Leading Rigorous Planning</i> training materials	License, purchase order, and receipt	By September 30, 2015 (Quarter 1)	\$1000.00
Build a foundation of sustainable support leading to more rigorous, standards-based teaching and learning	Purchase/provide second day of <i>Leading Rigorous Planning</i> training provided by Learning Sciences International	15-50 instructional leaders will participate in Session 2 of <i>Leading Rigorous Planning</i> training by December 31, 2015	Agendas, work samples, and dated sign-in sheets	By December 31, 2015 (Quarter 2)	\$4500.00
Provide support on the alignment of assessments to learning targets, and help teachers select and use research-based strategies	Purchase reproduction license for <i>Leading Rigorous Planning</i> for Session 2 of training. This reproduction license grants the district permission to reprint materials specific to the <i>Leading Rigorous Planning</i> training which includes a .pdf version of the PowerPoint handout.	Reproduction license for <i>Leading Rigorous Planning</i> training materials	License, purchase order, and receipt	By December 31, 2015 (Quarter 2)	\$1000.00



Build a foundation of sustainable support leading to more rigorous, standards-based teaching and learning	Purchase/provide third day of <i>Leading Rigorous Planning</i> Training provided by Learning Sciences International	15-50 instructional leaders will participate in Session 3 of <i>Leading Rigorous Planning</i> training by March 31, 2016.	Agendas, work samples, and dated sign-in sheets	By March 31, 2016 (Quarter 3)	\$4500.00
Provide support on the alignment of assessments to learning targets, and help teachers select and use research-based strategies	Purchase reproduction license for <i>Leading Rigorous Planning</i> for Session 2 of training. This reproduction license grants the district permission to reprint materials specific to the <i>Leading Rigorous Planning</i> training which includes a .pdf version of the PowerPoint handout.	Reproduction license for <i>Leading Rigorous Planning</i> training materials	License, purchase order, and receipt	By March 31, 2016 (Quarter 3)	\$1000.00
Deepening school leaders' understanding of high quality instructional practices	Monitor implementation of project activities/tasks as training initiates and concludes	Written summary on the impact that the training and materials have made related to strengthen principals and principal supervisors roles in leading rigorous planning to improving student achievement	Summary evaluation of training and completion certificates	By the end of June 30, 2015 (Quarter 4)	\$ 0.00

Note: Add additional lines if necessary.



Rob Smither

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

Date of School Board Meeting: September 22, 2015

TITLE OF AGENDA ITEM: Repair of HVAC unit at East Gadsden High School

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: School Board approval for EMERGENCY repair of HVAC unit at East Gadsden High School with Brooks Air System, Inc.

FUND SOURCE: 340

AMOUNT: \$13,290.00

PREPARED BY: Wayne Shepard

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.

2015 SEP -8 AM 7:57
GADSDEN SCHOOL BOARD
OFFICE OF THE S.S. BOYD

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
08/05/15

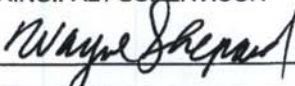
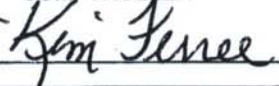

PURCHASE ORDER NO.
188033

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR	SHIP TO THIS ADDRESS
VBI0990000 BROOKS AIR SYSTEM INC 11196 ST JOHNS IND.PKY,S JACKSONVILLE FL 32246	MAINTENANCE DEPARTMENT 805 SOUTH STEWART STREET QUINCY FL 32351

PRINCIPAL / SUPERVISOR 	COMPTROLLER 	SUPERINTENDENT 
---	--	---

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
----------	-------------	-------------	------------	-------

Bd Apvd: 8/3/15

1		EMERGENCY SEE ATTACHED QUOTE FOR REPLACEMENT OF HVAC UNIT AT EAST GADSDEN HIGH SCHOOL FIELD HOUSE.	13290.00	13290.00
---	--	---	----------	----------

PAY TERMS: NET 30 TOTAL 13,290.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	13,290.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		
340	7900	681	0071	3405		13290.00		

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.

188033

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

PN # 85-8012621915C-2

FEDERAL ID # 59-6000615

SHIP TO THIS ADDRESS

STEM INC
S IND.PKY,S
FL 32246

MAINTENANCE DEPARTMENT
805 SOUTH STEWART STREET
QUINCY FL 32351

COMPTROLLER

SUPERINTENDENT

NO.	DESCRIPTION	UNIT PRICE	TOTAL
-----	-------------	------------	-------

1 SEE ATTACHED QUOTE FOR REPLACEMENT OF HVAC UNIT AT EAST GADSDEN HIGH SCHOOL FIELD HOUSE.

13290.00 13290.00

PAY TERMS: NET 30

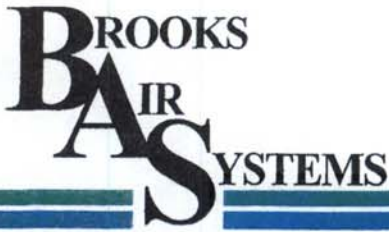
TOTAL 13,290.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	13,290.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
340	7900	681	0071	3405		13290.00	

1/6/15 TK

VENDOR



Commercial HVAC Equipment, Controls, Service, Electrical & Parts

Proposal

Date: August 4, 2015

To: Wayne Shepard – Gadsden County Schools

Project: East Gadsden High School Field House Unit Replacement

We propose to furnish the following equipment and/or service for the above referenced project. Upon approval, Brooks Air Systems may invoice for 35% of the project amount for material purchase and mobilization. Brooks Air Systems standard terms and conditions apply to this quotation.

This proposal includes:

- Remove old defective Addison 100% OA unit from field house.
Install new Daikin 10ton split system 460/60/3
Reconnect existing supply duct and 60kw duct heater
Install return ducts throughout the designated area back to unit
Incorporate some exhaust duct and the return duct
Balance the amount of exhaust and outside air to keep from going negative
Includes labor and materials, start up and commissioning

This proposal does not include:

- Refrigerant, parts other than listed above, overtime or weekend work or anything not specifically mentioned above

Total Price: Thirteen Thousand Two Hundred Ninety Dollars and no/100's \$13,290.00

*This proposal is valid for Thirty (30) days from date of issue.

*Full freight allowed and all applicable taxes are included.

BROOKS AIR SYSTEMS, INC.

Accepted By: Wayne Shepard

Date: AUGUST 6, 2015

P. O. Number: 188033

Tom Zimmerly
Sales Engineer

Rob Switzer

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9b

Date of School Board Meeting: September 22, 2015

TITLE OF AGENDA ITEM: **HVAC Equipment Project at James A. Shanks Middle School/Health Clinic**

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: **School Board approval of lowest and best bid with Keith Lawson Company, Inc. for replacing the HVAC equipment in the health clinic at James A. Shanks Middle School (bid no. 1516-07). This is part of the HRSA Grant.**

FUND SOURCE: 420

AMOUNT: \$15,000.00

PREPARED BY: Wayne Shepard

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.

2015 SEP -3 11:17:56
DASHEEN SCHOOL BOARD
OFFICE OF THE SUPERINTENDENT



Angela Roberts <robertsa@gcpsmail.com>

HRSA bids for Shanks Middle Clinic (Roofing and HVAC)

3 messages

Wayne Shepard <shepardw@gcpsmail.com>

Mon, Jul 20, 2015 at 11:13 AM

To: Kim Ferree <ferreek@gcpsmail.com>

Cc: Rosalyn Smith <smithr@gcpsmail.com>, Jane Butler <butlerj@gcpsmail.com>, Angela Roberts <robertsa@gcpsmail.com>, Barbara Smith <smithbarbara@gcpsmail.com>, Beverly Nash <nashb@gcpsmail.com>

MRS. Ferree

We opened bids on Roofing at James A. Shanks middle school clinic Monday July 13, 2015 and HVAC on July 14, 2015. The roofing bid came in at \$11,320.00 and HVAC at \$15,000.00.

Since I won't be able to get this to the board next week, Can I go ahead and issue a notice of award and get the contractors started working.

We have all the documentation to back us up and the funding is coming out of the HRSA grant.

Wayne Shepard <shepardw@gcpsmail.com>

Tue, Jul 21, 2015 at 6:29 AM

To: Rosalyn Smith <smithr@gcpsmail.com>

Cc: Angela Roberts <robertsa@gcpsmail.com>, Barbara Smith <smithbarbara@gcpsmail.com>

Will do.

On Mon, Jul 20, 2015 at 5:44 PM, Rosalyn Smith <smithr@gcpsmail.com> wrote:

I suggest we move forward; the School Board desires schools to be ready to receive the teachers and students for the upcoming year. To get ahead with the roofing would cause less distraction.

Kindly,

Rosalyn W. Smith*Deputy Superintendent**Gadsden County School Board**35 Martin Luther King, Jr. Blvd**Quincy, Florida 32351**(850) 627-9651 ext 1253**smithr@gcpsmail.com*

"Our chief want is someone who will inspire us to be what we know we could be."

-Ralph Waldo Emerson

[Quoted text hidden]

Wayne Shepard <shepardw@gcpsmail.com>

Tue, Jul 21, 2015 at 9:10 AM

To: Kim Ferree <ferreek@gcpsmail.com>

Cc: Angela Roberts <robertsa@gcpsmail.com>, Barbara Smith <smithbarbara@gcpsmail.com>

Thank you

On Tue, Jul 21, 2015 at 8:56 AM, Kim Ferree <ferreek@gcpsmail.com> wrote:

The HRSA grant is already approved so by extension the Board has already approved this effort. It is just additional information going to the Board, so yes I would think so.

On Mon, Jul 20, 2015 at 11:13 AM, Wayne Shepard <shepardw@gcpsmail.com> wrote:

[Quote (text hidden)]

--

Kimberly S Ferree CPA
Assistant Superintendent for Business and Finance
Phone (850) 627-9651 Ext. 1222

DEPARTMENT OF FACILITIES

SCHOOL BOARD OF GADSDEN COUNTY



"Building A Brighter Future"

Wayne Shepard
Director of Facilities
Department of Facilities

805 South Stewart Street
QUINCY, FLORIDA 32351
TEL: (850) 627-9888
FAX: (850) 875-8795
www.gcps.k12.fl.us

To: Mr. Reginald James, Superintendent of Schools
From: Wayne Shepard, Director of Facilities
Date: July 20, 2015
Re: HVAC Project – Health Clinic at James A. Shanks Middle

On July 15, 2015 at 9:00 a.m. we opened bids for the HVAC Project/Health Clinic located at James A. Shanks Middle, Bid No. 1516-07. This was handled through Joel Sampson Architect and two bids were received from the five bidders solicited and both packages appeared to be in order. The bid package requested a base bid for replacement of the equipment in two heating and air conditioning systems in the building. Keith Lawson Services, LLC is the apparent low bidder based on the base bid amount of \$15,000.00 (see attached).

Keith Lawson Services, LLC bid package is in order and complete and therefore I recommend acceptance of their bid for the project.

Respectfully,

Wayne Shepard
Director of Facilities

RWS/abr

cc: Reginald James, Superintendent of Schools
Rosalyn Smith, Deputy Superintendent of Schools
Kim Ferree, Assistant Superintendent of Schools
Dr. Beverly Nash, HRSA Liaison

BID TABULATION BID NO.: 1516-07 DATE: 7-15-2015



**HVAC PROJECT
HEALTH CLINIC AT SHANKS MIDDLE SCHOOL
GADSDEN COUNTY SCHOOL BOARD
JOEL SAMPSON ARCHITECT, INC.**

BIDDERS	BASE BID	BID BOND				
BENSON'S HEATING & AIR, INC.	\$54,965.00					
KEITH LAWSON SERVICES, LLC	\$15,00.00					
WATTS MECHANICAL	NO BID					
C & C MECHANICAL	NO BID					
HODGES HEATING AIR CONDITIONING & REFRIGERATION,	NO BID					

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
08/25/15

PURCHASE ORDER NO.
188159

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR

VK01230000

KEITH LAWSON COMPANY, INC.
P.O. BOX 37309
TALLAHASSEE FL 32315

SHIP TO THIS ADDRESS

MAINTENANCE DEPARTMENT
805 SOUTH STEWART STREET
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

Wayne Shepard

COMPTROLLER

L. L. [Signature]
8/26/15

SUPERINTENDENT

[Signature]

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
----------	-------------	-------------	------------	-------

1

BDAPPR:
~~000005~~
HURSA
(grant)

BID NO. 1516-07 HVAC PROJECT-
HEALTH CLINIC AT JAMES A.
SHANKS MIDDLE SCHOOL.
(SEE ATTACHED)

15000.00 15000.00

PAY TERMS: NET 30

TOTAL 15,000.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	15,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	7400	680	0211	4267670		15000.00	

VENDOR.



Shirley Alday <aldays@gcpsmail.com>

Fwd: FW: Shanks Health Clinic

1 message

Kim Ferree <ferreek@gcpsmail.com>

Wed, Aug 5, 2015 at 12:04 PM

To: LaClarence Mays <maysl@gcpsmail.com>, Shirley Alday <aldays@gcpsmail.com>

Cc: Wayne Shepard <shepardw@gcpsmail.com>

Watch for this request which will be coming from Wayne on the HRSA grant and let's get it processed as soon as possible for him to help facilitate the close out of this construction and grant. Thanks for your assistance with this matter.

----- Forwarded message -----

From: **Wayne Shepard** <shepardw@gcpsmail.com>

Date: Wed, Aug 5, 2015 at 11:55 AM

Subject: Re: FW: Shanks Health Clinic

To: Joel Sampson <jdsampson@tds.net>

Cc: Angela Roberts <robertsa@gcpsmail.com>, Barbara Smith <smithbarbara@gcpsmail.com>, Jane Butler <butlerj@gcpsmail.com>, Rosalyn Smith <smithr@gcpsmail.com>, Beverly Nash <nashb@gcpsmail.com>, Kim Ferree <ferreek@gcpsmail.com>

Joel

Proceed with the change order.

DR. Nash

I was not sure how much the change out for HVAC equipment was going to be and was not sure it would fit in our budget. I had them to price out the equipment change out and the duct work portions separate. That's why I'm going back now and adding the duct work portion because it will all fit within the budget.

It all falls under the HVAC bid. If you have questions please call me.

On Wed, Aug 5, 2015 at 10:55 AM, Joel Sampson <jdsampson@tds.net> wrote:

Wayne, here is the cost for the change order to add the ductwork to their scope. If this is acceptable I will write a change order up for it.

They say they can start asap, just trying to work out the background check and badging.

Thanks, Joel

Joel Sampson Architect, Inc.

212 North Adams Street

Quincy, Florida 32351

Fla Lic AA26000893

From: Keith Lawson II [mailto:keith@keithlawsonservices.com]

Sent: Monday, August 03, 2015 3:53 PM

To: Joel Sampson

Subject: RE: Shanks Health Clinic

This should have it all covered.

Keith Lawson II

Keith Lawson Services, LLC

4557 Capital Circle NW (32303)

Post Office Box 37309 · Tallahassee, FL 32315

(850) 558-2602 (office) / (850) 558-2640 FAX

keith@keithlawsonservices.com / www.keithlawsonservices.com

Notice: This message is confidential, intended for the named recipient(s) and may contain information that is (i) proprietary to the sender and/or (ii) privileged, confidential and/or otherwise exempt from disclosure under applicable Florida Statutes and federal law. Receipt by anyone other than the named recipient(s) is not a waiver of any applicable privilege. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message. Thank you in advance for your compliance with this notice.



Please consider the environment before printing.

From: Joel Sampson [mailto:jdsampson@tds.net]
Sent: Monday, August 03, 2015 3:33 PM
To: Keith Lawson II <keith@keithlawsonservices.com>
Subject: FW: Shanks Health Clinic

Don't forget this is Davis Bacon with their wage rates when you are pricing.

From: Joel Sampson [mailto:jdsampson@tds.net]
Sent: Monday, August 03, 2015 3:32 PM
To: keith@keithlawsonservices.com
Subject: Shanks Health Clinic

Keith,

At the clinic, what they have are Simplex devices. Did not see a control panel.

Let me know if you need something else, but we should do smoke detectors for each unit.

Joel

Joel Sampson Architect, Inc.
212 North Adams Street

AC	CNTR-REQ#	-DATE-	-----	AMOUNT	'	-----	VENDOR/CENTERS
I	9020 4390	082515		15,000.00		V K01230000	KEITH LAWSON COMPANY, INC.
						REQ: 9020	MAINTENANCE DEPARTMENT
						SHP: _____	

STAT: B

FND-FUNC-OBJ-CNTR-PROJECT-PGM	ORIG AMT	DB--GL-CR	CURRENT COMMT
420 7400 680 0211 4267670 ____	15,000.00	1520 2720	15,000.00
____	____,____.____	____	
____	____,____.____	____	
____	____,____.____	____	
____	____,____.____	____	
____	____,____.____	____	
____	____,____.____	____	
____	____,____.____	____	
____	____,____.____	____	
____	____,____.____	____	
____	____,____.____	____	
____	____,____.____	____	
____	____,____.____	____	
		<u>TOTAL</u>	15,000.00

REQUEST FOR PO DISPLAYED. NEXT?

TERML: 8ANA

Red Smiter

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9c

Date of School Board Meeting: September 22, 2015

TITLE OF AGENDA ITEM: Roofing Project at James A. Shanks Middle School
Health Clinic

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: School Board approval of lowest and best bid
with Exterior Specialties, Inc. for replacing the roof on the health clinic at James A. Shanks
Middle School (bid no. 1516-06). This is part of the HRSA Grant.

FUND SOURCE: 420

AMOUNT: \$11,320.00

PREPARED BY: Wayne Shepard

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.

2015 SEP -3 11:11:25
SCHOOL BOARD
OFFICE OF THE SUPERINTENDENT

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.

188158

DATE

08/25/15

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR		SHIP TO THIS ADDRESS	
EXTERIOR SPECIALTIES, INC. P O BOX 409 QUINCY FL 32353		MAINTENANCE DEPARTMENT 805 SOUTH STEWART STREET QUINCY FL 32351	

PRINCIPAL / SUPERVISOR <i>Wayne Shepard</i>	Budget Director COMPTROLLER <i>Lillian Mays</i>	SUPERINTENDENT <i>[Signature]</i>
--	---	--------------------------------------

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
----------	-------------	-------------	------------	-------

1	BD. APPR HURSA Grant	BID NO. 1516-06 ROOFING PROJECT HEALTH CLINIC AT JAMES A. SHANKS MIDDLE SCHOOL SEE ATTACHED	11320.00	11320.00
---	----------------------------	--	----------	----------

PAY TERMS: NET 30

TOTAL 11,320.00

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

TK
5/26/10

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	11,320.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	2400	680	0211	4267670		11320.00	

VENDOR

DEPARTMENT OF FACILITIES

SCHOOL BOARD OF GADSDEN COUNTY



"Building A Brighter Future"

Wayne Shepard
Director of Facilities
Department of Facilities

805 South Stewart Street
QUINCY, FLORIDA 32351
TEL: (850) 627-9888
FAX: (850) 875-8795
www.gcps.k12.fl.us

To: Mr. Reginald James, Superintendent of Schools
From: Wayne Shepard, Director of Facilities
Date: July 20, 2015
Re: Roofing Project – Health Clinic at James A. Shanks Middle

On July 14, 2015 at 9:00 a.m. we opened bids for the Roofing Project/Health Clinic located at James A. Shanks Middle, Bid No. 1516-06. This was handled through Joel Sampson Architect and three bids were received from the five bidders solicited and all packages appeared to be in order. The bid package requested a base bid for reroofing the entire building. Exterior Specialties, Inc. is the apparent low bidder based on the base bid amount of \$11,320.00 (see attached).

Exterior Specialties, Inc. bid package is in order and complete and therefore I recommend acceptance of their bid for the project.

Respectfully,

Wayne Shepard
Director of Facilities

RWS/abr

cc: Reginald James, Superintendent of Schools
Rosalyn Smith, Deputy Superintendent of Schools
Kim Ferree, Assistant Superintendent of Schools
Dr. Beverly Nash, HRSA Liaison

BID TABULATION BID NO.: 1516-06 DATE: 7-14-2015



**ROOFING PROJECT
HEALTH CLINIC AT SHANKS MIDDLE SCHOOL
GADSDEN COUNTY SCHOOL BOARD
JOEL SAMPSON ARCHITECT, INC.**

BIDDERS	BASE BID	BID SECURITY			
COMMERCIAL ROOFING COMPANY, LLC	\$12,820.00	YES			
EXTERIOR SPECIALTIES, INC.	\$11,320.00	YES			
JENKINS ROOFING, INC	\$13,990.00	YES			
MATHEWS AND SONS ROOFING, INC.	NO BID				
HABER REMODELING	NO BID				

Paul Switzer

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9d

Date of School Board Meeting: September 22, 2015

TITLE OF AGENDA ITEM: Replace duct work at James A. Shanks Middle School/Health Clinic

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: School Board approval for the replacement of duct work during HVAC change out with Keith Lawson Company, Inc. in the health clinic at James A. Shanks Middle School (bid no. 1516-07). This is part of the HRSA Grant.

FUND SOURCE: 420

AMOUNT: \$14,107.00

PREPARED BY: Wayne Shepard

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.

2015 SEP -0 AV 7:54
JAMES A. SHANKS MIDDLE SCHOOL BOARD
OFFICE OF THE SUPERINTENDENT

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
08/25/15

PURCHASE ORDER NO.
188160

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VK01230000

VENDOR KEITH LAWSON COMPANY, INC. P.O. BOX 37309 TALLAHASSEE FL 32315	SHIP TO THIS ADDRESS MAINTENANCE DEPARTMENT 805 SOUTH STEWART STREET QUINCY FL 32351
---	--

PRINCIPAL / SUPERVISOR <i>Wayne Shepard</i>	COMPTROLLER <i>LaCurren Mays</i>	SUPERINTENDENT <i>[Signature]</i>
--	-------------------------------------	--------------------------------------

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
----------	-------------	-------------	------------	-------

HRSA grant April

SEE ATTACHED PROPOSAL

1		REPLACE DUCKWORK DURING HVAC CHANGEDOUT - HEALTH CLINIC AT JAMES A. SHANKS MIDDLE SCHOOL	14107.00	14107.00
---	--	--	----------	----------

TOTAL 14,107.00

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	7400	680	0211	4267670		14107.00	

JK 1265

VENDOR

DIST: 20 FY: 16

13. REQUEST FOR PURCHASE ORDER

TIME: 11:00

AC	CNTR-REQ#	-DATE-	-----	AMOUNT-----	VENDOR/CENTERS-----
I	9020 4391	082515		14,107.00	V K01230000 KEITH LAWSON COMPANY, INC.
					REQ: 9020 MAINTENANCE DEPARTMENT
					SHP: _____

STAT: B

FND-FUNC-OBJ-CNTR-PROJECT-PGM	ORIG AMT	DB--GL--CR	CURRENT COMMT
420 7400 680 0211 4267670 ____	14,107.00	1520 2720	14,107.00
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
-----	---	---	---
		TOTAL	14,107.00

REQUEST FOR PO DISPLAYED. NEXT?

TERML: 8ANA

DIST: 20 FY: 16

13A-REQUEST FOR PO ITEMS

TIME: 10:50

TP <u>NUMBER</u> - <u>DATE</u>	AMOUNT	REQ NUMB	<u>VENDOR/CENTERS</u>
R 90204391 082415	14,107.00		V K01230000 KEITH LAWSON COMPANY, INC P.O. BOX 37309

REQ: 9020 MAINTENANCE DEPARTMENT
SHP:

STAT: B INV:
INSTRS:

STK NUM	DESCRIPTION	QTY	UNIT PRICE	COST
	SEE ATTACHED PROPOSAL	1	14,107.00	14,107.00
	REPLACE DUCKWORK DURING HVAC			
	CHANGEOUT - HEALTH CLINIC AT			
	JAMES A. SHANKS MIDDLE SCHOOL			
			TOTAL	14,107.00

UPDATE PROCESSED. NEXT?

14,107.00
TERML: 8AAZ

file
Re-entered 8/25/15
new on shp

Proposal –Mechanical

Gadsden County School Board
Project: Shanks Health Clinic

Keith Lawson Company proposes to furnish labor, material and equipment as required for the mechanical scopes of work per plans, specifications and clarifications as stated herein.

REPLACE DUCTWORK DURING HVAC CHANGEOUT \$ 14,107.00

We acknowledge 0 addendums / amendments.

Clarifications **The following clarifications have been taken into consideration:**

- 1) All work to be performed during regular business hours.
- 2) This proposal, in its entirety, must be made a part of the contract.

Inclusions

- 1) Payment & Performance bond.
- 2) Davis-Bacon wages.
- 3) Replace complete air distribution system for both systems including all boots and grills.
- 4) Install transfers and returns to bring air distribution system up to code.
- 5) Test and balance.
- 6) Furnish and install duct smoke detectors at both units and wire into controls for air handler.

Exclusions

- 1) Full time QA/QC personnel.
- 2) Overtime, shift-time and fast-track development premiums.
- 3) Owner or Contractor Controlled Insurance Program (OCIP and/or CCIP).
- 4) All formed concrete and supplemental steel supports or structures as required for our equipment.
- 5) Coordination drawings.
- 6) Fire dampers/Smoke Dampers/Ceiling Radiation Dampers.

- 7) Labor for composite project cleanup. We will clean up our debris.
- 8) Warranty on any equipment or products not furnished by Keith Lawson Company.
- 9) Conduit for HVAC Controls, if required.
- 10) Duct pressure testing and or blower door testing.
- 11) Installation of louvers.

We appreciate the opportunity to submit this proposal. This proposal is firm for 30 days.

Sincerely,

Mike Hightower
HVAC Supervisor
mike@keithlawsonservices.com
850-558-2608

INTRODUCTION

The 5-Year District Facilities Work Program is a very important document. The Department of Education, Legislature, Governor's Office, Division of Community Planning (growth management), local governments, and others use the work program information for various needs including funding, planning, and as the authoritative source for school facilities related information.

The district's facilities work program must be a complete, balanced capital outlay plan that is financially feasible. The first year of the work program is the districts capital outlay budget. To determine if the work program is balanced and financially feasible, the "Net Available Revenue" minus the "Funded Projects Costs" should sum to zero for "Remaining Funds".

- if the "Remaining Funds" balance is zero, then the plan is both balanced and financially feasible.
- if the "Remaining Funds" balance is negative, then the plan is neither balanced nor feasible.
- if the "Remaining Funds" balance is greater than zero, the plan may be feasible, but it is not balanced.

Summary of revenue/expenditures available for new construction and remodeling projects only.

	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	Five Year Total
Total Revenues	\$0	(\$311,087)	(\$474,948)	\$213,182	\$378,916	(\$193,937)
Total Project Costs	\$0	\$0	\$0	\$0	\$0	\$0
Difference (Remaining Funds)	\$0	(\$311,087)	(\$474,948)	\$213,182	\$378,916	(\$193,937)

District GADSDEN COUNTY SCHOOL DISTRICT

Fiscal Year Range

CERTIFICATION

By submitting this electronic document, we certify that all information provided in this 5-year district facilities work program is accurate, all capital outlay resources are fully reported, and the expenditures planned represent a complete and balanced capital outlay plan for the district. The district Superintendent of Schools, Chief Financial Officer, and the School Board have approved the information contained in this 5-year district facilities work program; they certify to the Department of Education, Office of Educational Facilities, that the information contained herein is correct and accurate; they also certify that the plan has been developed in coordination with the general purpose local governments as required by §1013.35(2) F.S. We understand that any information contained in this 5-year district facilities work program is subject to audit by the Auditor General of the State of Florida.

Date of School Board Adoption

Work Plan Submittal Date

DISTRICT SUPERINTENDENT

CHIEF FINANCIAL OFFICER

DISTRICT POINT-OF-CONTACT PERSON

JOB TITLE

PHONE NUMBER

E-MAIL ADDRESS

Expenditures

Expenditure for Maintenance, Repair and Renovation from 1.50-Mills and PECO

Annually, prior to the adoption of the district school budget, each school board must prepare a tentative district facilities work program that includes a schedule of major repair and renovation projects necessary to maintain the educational and ancillary facilities of the district.

Item	2015 - 2016 Actual Budget	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	2019 - 2020 Projected	Total
HVAC	\$175,000	\$100,000	\$175,000	\$250,000	\$200,000	\$900,000
Locations:	CHATTAHOOCHEE ELEMENTARY, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GREENSBORO ELEMENTARY SCHOOL (NEW), HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, SAINT JOHNS ELEMENTARY, STEWART STREET ELEMENTARY					
Flooring	\$100,000	\$100,000	\$100,000	\$100,000	\$125,000	\$525,000
Locations:	CARTER-PARRAMORE ALTERNATIVE SCHOOL, GEORGE W MUNROE ELEMENTARY, HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, SAINT JOHNS ELEMENTARY					
Roofing	\$199,326	\$100,000	\$200,000	\$250,000	\$250,000	\$999,326
Locations:	GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, HAVANA ELEMENTARY, JAMES A SHANKS MIDDLE SCHOOL, SAINT JOHNS ELEMENTARY, TRANSPORTATION CENTER					
Safety to Life	\$20,000	\$30,000	\$35,000	\$50,000	\$35,000	\$170,000
Locations:	HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL					
Fencing	\$17,182	\$25,000	\$25,000	\$25,000	\$25,000	\$117,182
Locations:	EAST GADSDEN HIGH SCHOOL, GEORGE W MUNROE ELEMENTARY					
Parking	\$0	\$100,000	\$75,000	\$50,000	\$35,000	\$260,000
Locations:	GEORGE W MUNROE ELEMENTARY, M D WALKER ADMINISTRATIVE CENTER					
Electrical	\$10,000	\$15,000	\$25,000	\$25,000	\$25,000	\$100,000
Locations:	GRETNA ELEMENTARY, SAINT JOHNS ELEMENTARY					
Fire Alarm	\$30,000	\$50,000	\$50,000	\$50,000	\$50,000	\$230,000
Locations:	EAST GADSDEN HIGH SCHOOL					
Telephone/Intercom System	\$0	\$0	\$0	\$0	\$0	\$0
Locations:	No Locations for this expenditure.					
Closed Circuit Television	\$0	\$0	\$0	\$0	\$0	\$0
Locations:	No Locations for this expenditure.					
Paint	\$65,000	\$100,000	\$150,000	\$100,000	\$140,000	\$555,000
Locations:	CHATTAHOOCHEE ELEMENTARY, GEORGE W MUNROE ELEMENTARY, SAINT JOHNS ELEMENTARY					
Maintenance/Repair	\$150,000	\$124,640	\$220,000	\$250,000	\$250,000	\$994,640
Locations:	CHATTAHOOCHEE ELEMENTARY, EAST GADSDEN HIGH SCHOOL, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GREENSBORO ELEMENTARY SCHOOL (NEW), GREYNA ELEMENTARY, HAVANA ELEMENTARY, HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, M D WALKER ADMINISTRATIVE CENTER, SAINT JOHNS ELEMENTARY, STEWART STREET ELEMENTARY, TRANSPORTATION CENTER, WEST GADSDEN HIGH SCHOOL (NEW)					
Sub Total:	\$766,508	\$744,640	\$1,055,000	\$1,150,000	\$1,135,000	\$4,851,148

PECO Maintenance Expenditures	\$182,654	\$255,716	\$284,221	\$336,857	\$363,973	\$1,423,421
1.50 Mill Sub Total:	\$583,854	\$498,924	\$780,779	\$823,143	\$781,027	\$3,467,727

Other Items	2015 - 2016 Actual Budget	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	2019 - 2020 Projected	Total
Upgrade marker boards	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
Locations	CARTER-PARAMORE ALTERNATIVE SCHOOL, CHATTAHOOCHEE ELEMENTARY, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GRETNA ELEMENTARY, HAVANA ELEMENTARY, HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, SAINT JOHNS ELEMENTARY, STEWART STREET ELEMENTARY					
Total:	\$766,508	\$754,640	\$1,065,000	\$1,160,000	\$1,145,000	\$4,891,148

Local 1.50 Mill Expenditure For Maintenance, Repair and Renovation

Anticipated expenditures expected from local funding sources over the years covered by the current work plan.

Item	2015 - 2016 Actual Budget	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	2019 - 2020 Projected	Total
Remaining Maint and Repair from 1.5 Mills	\$583,854	\$498,924	\$780,779	\$823,143	\$781,027	\$3,467,727
Maintenance/Repair Salaries	\$370,000	\$370,000	\$370,000	\$370,000	\$370,000	\$1,850,000
School Bus Purchases	\$0	\$0	\$0	\$0	\$0	\$0
Other Vehicle Purchases	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$1,000,000
Capital Outlay Equipment	\$200,000	\$200,000	\$200,000	\$0	\$0	\$600,000
Rent/Lease Payments	\$222,281	\$222,281	\$222,281	\$222,281	\$222,281	\$1,111,405
COP Debt Service	\$451,116	\$453,777	\$449,117	\$222,351	\$222,351	\$1,798,712
Rent/Lease Relocatables	\$0	\$0	\$0	\$0	\$0	\$0
Environmental Problems	\$0	\$0	\$0	\$0	\$0	\$0
1011.14 Debt Service	\$371,723	\$371,723	\$371,723	\$185,861	\$185,861	\$1,486,891
Special Facilities Construction Account	\$0	\$0	\$0	\$0	\$0	\$0
Premiums for Property Casualty Insurance - 1011.71 (4a,b)	\$350,000	\$350,000	\$350,000	\$350,000	\$350,000	\$1,750,000
Qualified School Construction Bonds (QSCB)	\$0	\$0	\$0	\$0	\$0	\$0
Qualified Zone Academy Bonds (QZAB)	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling and Renovations	\$25,000	\$0	\$0	\$0	\$0	\$25,000
Local Expenditure Totals:	\$2,773,974	\$2,666,705	\$2,943,900	\$2,373,636	\$2,331,520	\$13,089,735

Revenue

1.50 Mill Revenue Source

Schedule of Estimated Capital Outlay Revenue from each currently approved source which is estimated to be available for expenditures on the projects included in the tentative district facilities work program. All amounts are NET after considering carryover balances, interest earned, new COP's, 1011.14 and 1011.15 loans, etc. Districts cannot use 1.5-Mill funds for salaries except for those explicitly associated with maintenance/repair projects. (1011.71 (5), F.S.)

Item	Fund	2015 - 2016 Actual Value	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	2019 - 2020 Projected	Total
(1) Non-exempt property assessed valuation		\$1,533,568,724	\$1,590,265,753	\$1,668,970,160	\$1,750,821,594	\$1,836,667,177	\$8,380,293,408
(2) The Millege projected for discretionary capital outlay per s.1011.71		1.50	1.50	1.50	1.50	1.50	
(3) Full value of the 1.50-Mill discretionary capital outlay per s.1011.71		\$2,576,395	\$2,671,646	\$2,803,870	\$2,941,380	\$3,085,601	\$14,078,892
(4) Value of the portion of the 1.50-Mill ACTUALLY levied	370	\$2,208,339	\$2,289,983	\$2,403,317	\$2,521,183	\$2,644,801	\$12,067,623
(5) Difference of lines (3) and (4)		\$368,056	\$381,663	\$400,553	\$420,197	\$440,800	\$2,011,269

PECO Revenue Source

The figure in the row designated "PECO Maintenance" will be subtracted from funds available for new construction because PECO maintenance dollars cannot be used for new construction.

Item	Fund	2015 - 2016 Actual Budget	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	2019 - 2020 Projected	Total
PECO New Construction	340	\$0	\$0	\$0	\$0	\$0	\$0
PECO Maintenance Expenditures		\$182,654	\$255,716	\$284,221	\$336,857	\$363,973	\$1,423,421
		\$182,654	\$255,716	\$284,221	\$336,857	\$363,973	\$1,423,421

CO & DS Revenue Source

Revenue from Capital Outlay and Debt Service funds.

Item	Fund	2015 - 2016 Actual Budget	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	2019 - 2020 Projected	Total
CO & DS Cash Flow-through Distributed	360	\$63,608	\$63,608	\$63,608	\$63,608	\$63,608	\$318,040
CO & DS Interest on Undistributed CO	360	\$2,027	\$2,027	\$2,027	\$2,027	\$2,027	\$10,135
		\$65,635	\$65,635	\$65,635	\$65,635	\$65,635	\$328,175

Fair Share Revenue Source

All legally binding commitments for proportionate fair-share mitigation for impacts on public school facilities must be included in the 5-year district work program.

Nothing reported for this section.

Sales Surtax Referendum

Specific information about any referendum for a 1-cent or 1/2-cent surtax referendum during the previous year.

Did the school district hold a surtax referendum during the past fiscal year 2014 - 2015?

No

Additional Revenue Source

Any additional revenue sources

Item	2015 - 2016 Actual Value	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	2019 - 2020 Projected	Total
Proportionate share mitigation (actual cash revenue only, not in kind donations)	\$0	\$0	\$0	\$0	\$0	\$0
Impact fees received	\$0	\$0	\$0	\$0	\$0	\$0
Private donations	\$0	\$0	\$0	\$0	\$0	\$0
Grants from local governments or not-for-profit organizations	\$0	\$0	\$0	\$0	\$0	\$0
Interest, Including Profit On Investment	\$0	\$0	\$0	\$0	\$0	\$0
Revenue from Bonds pledging proceeds from 1 cent or 1/2 cent Sales Surtax	\$0	\$0	\$0	\$0	\$0	\$0
Total Fund Balance Carried Forward	\$500,000	\$0	\$0	\$0	\$0	\$500,000
General Capital Outlay Obligated Fund Balance Carried Forward From Total Fund Balance Carried Forward	\$0	\$0	\$0	\$0	\$0	\$0
Special Facilities Construction Account	\$0	\$0	\$0	\$0	\$0	\$0
One Cent - 1/2 Cent Sales Surtax Debt Service From Total Fund Balance Carried Forward	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay Projects Funds Balance Carried Forward From Total Fund Balance Carried Forward	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from a s.1011.14/15 F.S. Loans	\$0	\$0	\$0	\$0	\$0	\$0
District Bonds - Voted local bond referendum proceeds per s.9, Art VII State Constitution	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from Special Act Bonds	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Revenue from CO & DS Bond Sale	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from Voted Capital Improvements millage	\$0	\$0	\$0	\$0	\$0	\$0
Other Revenue for Other Capital Projects	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from 1/2 cent sales surtax authorized by school board	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from local governmental infrastructure sales surtax	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from Certificates of Participation (COP's) Sale	\$0	\$0	\$0	\$0	\$0	\$0
Classrooms First Bond proceeds amount authorized in FY 1997-98	\$0	\$0	\$0	\$0	\$0	\$0
Classrooms for Kids	\$0	\$0	\$0	\$0	\$0	\$0
District Equity Recognition	\$0	\$0	\$0	\$0	\$0	\$0

Federal Grants	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal	\$500,000	\$0	\$0	\$0	\$0	\$500,000

Total Revenue Summary

Item Name	2015 - 2016 Budget	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	2019 - 2020 Projected	Five Year Total
Local 1.5 Mill Discretionary Capital Outlay Revenue	\$2,208,339	\$2,289,983	\$2,403,317	\$2,521,183	\$2,644,801	\$12,067,623
PECO and 1.5 Mill Maint and Other 1.5 Mill Expenditures	(\$2,773,974)	(\$2,666,705)	(\$2,943,900)	(\$2,373,636)	(\$2,331,520)	(\$13,089,735)
PECO Maintenance Revenue	\$182,654	\$255,716	\$284,221	\$336,857	\$363,973	\$1,423,421
Available 1.50 Mill for New Construction	(\$565,635)	(\$376,722)	(\$540,583)	\$147,547	\$313,281	(\$1,022,112)

Item Name	2015 - 2016 Budget	2016 - 2017 Projected	2017 - 2018 Projected	2018 - 2019 Projected	2019 - 2020 Projected	Five Year Total
CO & DS Revenue	\$65,635	\$65,635	\$65,635	\$65,635	\$65,635	\$328,175
PECO New Construction Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Other/Additional Revenue	\$500,000	\$0	\$0	\$0	\$0	\$500,000
Total Additional Revenue	\$565,635	\$65,635	\$65,635	\$65,635	\$65,635	\$828,175
Total Available Revenue	\$0	(\$311,087)	(\$474,948)	\$213,182	\$378,916	(\$193,937)

Tracking

Capacity Tracking

Location	2015 - 2016 Satis. Stu. Sta.	Actual 2015 - 2016 FISH Capacity	Actual 2014 - 2015 COFTE	# Class Rooms	Actual Average 2015 - 2016 Class Size	Actual 2015 - 2016 Utilization	New Stu. Capacity	New Rooms to be Added/Removed	Projected 2019 - 2020 COFTE	Projected 2019 - 2020 Utilization	Projected 2019 - 2020 Class Size
GEORGE W MUNROE ELEMENTARY	681	681	552	37	15	81.00 %	0	0	0	0.00 %	0
GREENSBORO ELEMENTARY SCHOOL (NEW)	371	371	329	19	17	89.00 %	0	0	0	0.00 %	0
HAVANA ELEMENTARY	721	721	432	38	11	60.00 %	-721	-38	0	0.00 %	0

GADSDEN ELEMENTARY MAGNET SCHOOL	294	294	163	17	10	55.00 %	0	0	0	0.00 %	0
CHATTAHOOCHEE ELEMENTARY	409	409	166	21	8	41.00 %	0	0	0	0.00 %	0
GRETNA ELEMENTARY	433	433	245	23	11	56.00 %	0	0	0	0.00 %	0
GADSDEN TECHNICAL INSTITUTE	333	333	21	16	1	6.00 %	0	0	0	0.00 %	0
WEST GADSDEN HIGH SCHOOL (NEW)	757	681	437	32	14	64.00 %	0	0	0	0.00 %	0
SAINT JOHNS ELEMENTARY	433	433	226	23	10	52.00 %	0	0	0	0.00 %	0
STEWART STREET ELEMENTARY	683	683	585	36	16	86.00 %	0	0	0	0.00 %	0
JAMES A SHANKS MIDDLE SCHOOL	1,043	1,064	528	45	12	50.00 %	0	0	0	0.00 %	0
CARTER-PARRAMORE ALTERNATIVE SCHOOL	952	952	237	44	5	25.00 %	0	0	0	0.00 %	0
HAVANA PK-08 SCHOOL	881	792	206	42	5	26.00 %	0	0	0	0.00 %	0
EAST GADSDEN HIGH SCHOOL	1,542	1,464	817	65	13	56.00 %	0	0	0	0.00 %	0
	9,533	9,311	4,944	458	11	53.10 %	-721	-38	0	0.00 %	0

The COFTE Projected Total (0) for 2019 - 2020 must match the Official Forecasted COFTE Total (4,362) for 2019 - 2020 before this section can be completed. In the event that the COFTE Projected Total does not match the Official forecasted COFTE, then the Balanced Projected COFTE Table should be used to balance COFTE.

Projected COFTE for 2019 - 2020	
Elementary (PK-3)	1,461
Middle (4-8)	1,758
High (9-12)	1,143
	4,362

Grade Level Type	Balanced Projected COFTE for 2019 - 2020
Elementary (PK-3)	1,461
Middle (4-8)	1,758
High (9-12)	1,143
	4,362

Relocatable Replacement

Number of relocatable classrooms clearly identified and scheduled for replacement in the school board adopted financially feasible 5-year district work program.

Location	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	Year 5 Total
Total Relocatable Replacements:	0	0	0	0	0	0

Charter Schools Tracking

Information regarding the use of charter schools.

Location-Type	# Relocatable units or permanent classrooms	Owner	Year Started or Scheduled	Student Stations	Students Enrolled	Years in Contract	Total Charter Students projected for 2019 - 2020
Crossroad Academy Charter School of Business	24	PRIVATE	1998	444	403	15	497
	24			444	403		497

Special Purpose Classrooms Tracking

The number of classrooms that will be used for certain special purposes in the current year, by facility and type of classroom, that the district will, 1), not use for educational purposes, and 2), the co-teaching classrooms that are not open plan classrooms and will be used for educational purposes.

School	School Type	# of Elementary K-3 Classrooms	# of Middle 4-8 Classrooms	# of High 9-12 Classrooms	# of ESE Classrooms	# of Combo Classrooms	Total Classrooms
Total Educational Classrooms:		0	0	0	0	0	0

School	School Type	# of Elementary K-3 Classrooms	# of Middle 4-8 Classrooms	# of High 9-12 Classrooms	# of ESE Classrooms	# of Combo Classrooms	Total Classrooms
Total Co-Teaching Classrooms:		0	0	0	0	0	0

Infrastructure Tracking

Necessary offsite infrastructure requirements resulting from expansions or new schools. This section should include infrastructure information related to capacity project schedules and other project schedules (Section 4).

None

Proposed location of planned facilities, whether those locations are consistent with the comprehensive plans of all affected local governments, and recommendations for infrastructure and other improvements to land adjacent to existing facilities. Provisions of 1013.33(12), (13) and (14) and 1013.36 must be addressed for new facilities planned within the 1st three years of the plan (Section 5).

None

Consistent with Comp Plan? Yes

Net New Classrooms

The number of classrooms, by grade level and type of construction, that were added during the last fiscal year.

List the net new classrooms added in the 2014 - 2015 fiscal year.					List the net new classrooms to be added in the 2015 - 2016 fiscal year.			
Location	2014 - 2015 # Permanent	2014 - 2015 # Modular	2014 - 2015 # Relocatable	2014 - 2015 Total	2015 - 2016 # Permanent	2015 - 2016 # Modular	2015 - 2016 # Relocatable	2015 - 2016 Total
Elementary (PK-3)	0	0	0	0	0	0	0	0
Middle (4-8)	0	0	0	0	0	0	0	0

High (9-12)	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0

Relocatable Student Stations

Number of students that will be educated in relocatable units, by school, in the current year, and the projected number of students for each of the years in the workplan.

Site	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	5 Year Average
STEWART STREET ELEMENTARY	0	100	100	100	0	60
JAMES A SHANKS MIDDLE SCHOOL	0	0	0	0	0	0
CARTER-PARRAMORE ALTERNATIVE SCHOOL	0	0	0	0	0	0
HAVANA PK-08 SCHOOL	0	0	0	0	0	0
SAINT JOHNS ELEMENTARY	0	36	36	36	0	22
HAVANA ELEMENTARY	0	0	0	0	0	0
GADSDEN ELEMENTARY MAGNET SCHOOL	0	0	0	0	0	0
CHATTAHOOCHEE ELEMENTARY	0	76	76	76	0	46
GRETNA ELEMENTARY	0	36	36	36	0	22
GADSDEN TECHNICAL INSTITUTE	100	30	30	30	0	38
WEST GADSDEN HIGH SCHOOL (NEW)	0	0	0	0	0	0
EAST GADSDEN HIGH SCHOOL	0	0	0	0	0	0
GEORGE W MUNROE ELEMENTARY	0	196	196	196	0	118
GREENSBORO ELEMENTARY SCHOOL (NEW)	0	142	142	142	0	85

Totals for GADSDEN COUNTY SCHOOL DISTRICT						
Total students in relocatables by year.	100	616	616	616	0	390
Total number of COFTE students projected by year.	4,851	4,759	4,617	4,499	4,362	4,618
Percent in relocatables by year.	2 %	13 %	13 %	14 %	0 %	8 %

Leased Facilities Tracking

Existing leased facilities and plans for the acquisition of leased facilities, including the number of classrooms and student stations, as reported in the educational plant survey, that are planned in that location at the end of the five year workplan.

Location	# of Leased Classrooms 2015 - 2016	FISH Student Stations	Owner	# of Leased Classrooms 2019 - 2020	FISH Student Stations
HAVANA ELEMENTARY	0	0	William Scottsman	2	36
GEORGE W MUNROE ELEMENTARY	0	0		0	0
GADSDEN ELEMENTARY MAGNET SCHOOL	0	0		0	0
WEST GADSDEN HIGH SCHOOL (NEW)	0	0		0	0

CARTER-PARRAMORE ALTERNATIVE SCHOOL	0	0		0	0
HAVANA PK-08 SCHOOL	0	0		0	0
EAST GADSDEN HIGH SCHOOL	0	0		0	0
GADSDEN TECHNICAL INSTITUTE	0	0		0	0
GRETNA ELEMENTARY	0	0		0	0
SAINT JOHNS ELEMENTARY	0	0		0	0
STEWART STREET ELEMENTARY	0	0		0	0
JAMES A SHANKS MIDDLE SCHOOL	0	0		0	0
CHATTAHOOCHEE ELEMENTARY	0	0		0	0
GREENSBORO ELEMENTARY SCHOOL (NEW)	0	0		0	0
	0	0		2	36

Failed Standard Relocatable Tracking

Relocatable units currently reported by school, from FISH, and the number of relocatable units identified as 'Failed Standards'.

Nothing reported for this section.

Planning

Class Size Reduction Planning

Plans approved by the school board that reduce the need for permanent student stations such as acceptable school capacity levels, redistricting, busing, year-round schools, charter schools, magnet schools, public-private partnerships, multitrack scheduling, grade level organization, block scheduling, or other alternatives.

The school board closed Havana Elementary school summer of 2015. Moved students into new addition at Havana Middle School fall of 2015. Once Havana Elementary sales school board will contact DOE facilities and remove from our records.

School Closure Planning

Plans for the closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues.

The school board is planning to close the Havana Elementary School at the end of the 2014/15 school year and move students to the Havana Middle School in the fall of 2015. Once we sale the old Havana Elementary site we will contact DOE facilities and remove it from our records.

Long Range Planning

Ten-Year Maintenance

District projects and locations regarding the projected need for major renovation, repair, and maintenance projects within the district in years 6-10 beyond the projects plans detailed in the five years covered by the work plan.

Nothing reported for this section.

Ten-Year Capacity

Schedule of capital outlay projects projected to ensure the availability of satisfactory student stations for the projected student enrollment in K-12 programs for the future 5 years beyond the 5-year district facilities work program.

Nothing reported for this section.

Ten-Year Planned Utilization

Schedule of planned capital outlay projects identifying the standard grade groupings, capacities, and planned utilization rates of future educational facilities of the district for both permanent and relocatable facilities.

Grade Level Projections	FISH Student Stations	Actual 2014 - 2015 FISH Capacity	Actual 2014 - 2015 COFTE	Actual 2014 - 2015 Utilization	Actual 2015 - 2016 / 2024 - 2025 new Student Capacity to be added/removed	Projected 2024 - 2025 COFTE	Projected 2024 - 2025 Utilization
Elementary - District Totals	4,777	4,777	2,975.00	62.28 %	0	2,101	43.98 %
Middle - District Totals	2,515	2,262	1,228.00	54.29 %	0	936	41.38 %
High - District Totals	1,542	1,464	872.00	59.56 %	0	1,093	74.66 %
Other - ESE, etc	1,964	1,386	369.00	26.62 %	0	250	18.04 %
	10,798	9,889	5,444.00	55.05 %	0	4,380	44.29 %

Combination schools are included with the middle schools for student stations, capacity, COFTE and utilization purposes because these facilities all have a 90% utilization factor. Use this space to explain or define the grade groupings for combination schools.

No comments to report.

Ten-Year Infrastructure Planning

Proposed Location of Planned New, Remodeled, or New Additions to Facilities in 06 thru 10 out years (Section 28).

Nothing reported for this section.

Plans for closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues in the 06 thru 10 out years (Section 29).

Nothing reported for this section.

Twenty-Year Maintenance

District projects and locations regarding the projected need for major renovation, repair, and maintenance projects within the district in years 11-20 beyond the projects plans detailed in the five years covered by the work plan.

Nothing reported for this section.

Twenty-Year Capacity

Schedule of capital outlay projects projected to ensure the availability of satisfactory student stations for the projected student enrollment in K-12 programs for the future 11-20 years beyond the 5-year district facilities work program.

Nothing reported for this section.

Twenty-Year Planned Utilization

Schedule of planned capital outlay projects identifying the standard grade groupings, capacities, and planned utilization rates of future educational facilities of the district for both permanent and relocatable facilities.

Grade Level Projections	FISH Student Stations	Actual 2014 - 2015 FISH Capacity	Actual 2014 - 2015 COFTE	Actual 2014 - 2015 Utilization	Actual 2015 - 2016 / 2034 - 2035 new Student Capacity to be added/removed	Projected 2034 - 2035 COFTE	Projected 2034 - 2035 Utilization
Elementary - District Totals	4,777	4,777	2,975.00	62.28 %	0	2,100	43.96 %
Middle - District Totals	2,515	2,262	1,228.00	54.29 %	0	963	42.57 %
High - District Totals	1,542	1,464	872.00	59.56 %	0	1,093	74.66 %
Other - ESE, etc	1,964	1,386	369.00	26.62 %	0	250	18.04 %
	10,798	9,889	5,444.00	55.05 %	0	4,406	44.55 %

Combination schools are included with the middle schools for student stations, capacity, COFTE and utilization purposes because these facilities all have a 90% utilization factor. Use this space to explain or define the grade groupings for combination schools.

No comments to report.

Twenty-Year Infrastructure Planning

Proposed Location of Planned New, Remodeled, or New Additions to Facilities in 11 thru 20 out years (Section 28).

Nothing reported for this section.

Plans for closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues in the 11 thru 20 out years (Section 29).

Nothing reported for this section.

R. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: September 22, 2015

TITLE OF AGENDA ITEM: Gadsden County Controlled Open Enrollment Plan

DIVISION: Parent Services

PURPOSE AND SUMMARY OF ITEM:

Parent Service is seeking Board approval for the 2015-16 Gadsden County Controlled Open Enrollment Plan. Gadsden County School District has open enrollment options for parents to choose a school outside their normally zoned neighborhood school. Information about school choice and special programs are provided annually to the community through parent communication links (Skylert), listservs, school mail-outs and back pack disseminations, individual program promotional materials, open houses at school sites, 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. In all cases, applications for school choice 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, information, and contact information for questions and support.

AMOUNT: N/A

PREPARED BY: Sherrie Taylor

POSITION: Coordinator for Parent Services

POSITION: Coordinator – Communities In Schools

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered – Approval letter with superintendent's signature.

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

This form is to be duplicated on light blue paper.

Gadsden County Controlled Open Enrollment Plan 2015-2016

Contact Information

First Name: Sherrie

Last Name: Taylor

Position Title: School Choice & Parent Resource Coordinator

Work Phone: 850-627-9651 x 1295

Fax Number: 850-627-7594

E-mail: taylor@gcpsmail.com

Enrollment Plan Link: www.gcps.k12.fl.us

Open Enrollment Policies

1. Application Process

Gadsden County Schools has open enrollment options for parents to choose a school outside their normally zoned neighborhood school. Information about school choice and special programs is provided annually to the community through parent communication links, listservs, school mail-outs and back pack disseminations, individual program promotional materials, open houses at school sites, 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. In all cases, applications for school choice 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, information, and contact information for questions and support.

Applications are processed by the Parent Resource Center. Applications for magnet and special programs are evaluated at the individual school level in accordance with each program's admissions criteria. Applications for other choice options are evaluated by the Parent Resource Center and the Superintendent or Designee taking into consideration any hardships that may need to be accommodated. The Parent Resource Center then updates the student information system. 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. 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 our website www.gcps.k12.fl.us. Applications can be downloaded from the web or picked up at any Gadsden County School, at the district office, or at the Parent Resource Center.

Additional applications may be required by special programs. Admission is based on program requirements, district-wide capacity, class size, principal agreement at the sending and receiving school, and may also be based on date the completed application is received.

Gadsden County choice programs include S.T.E.M. Academies (East Gadsden High School), Science Students Together Reaching Individual Diversity and Excellence (S.S.T.R.I.D.E.) offered at East Gadsden High School, West Gadsden High School, Havana Magnet, and James A. Shanks Middle Schools; Information Technology Academies (East Gadsden High, West Gadsden High, Carter Parramore Academy, and James A. Shanks Middle); Culinary Academies (East Gadsden and West Gadsden High Schools); Law Enforcement Academies (East Gadsden and West Gadsden High Schools); Health Academy (East Gadsden High School); Biotechnology (East Gadsden High School); Arts and Sciences Academies (Havana Magnet and Gadsden Elementary Magnet Schools); Alternative School (Carter-Parramore Academy); Second-Chance Academy (HOPE Academy); Exceptional Student Education (Gadsden Central Academy); Foreign Language Immersion (Galloway Academy Charter School); Charter Schools (Crossroad Charter School and Galloway Academy Charter School); Dual Enrollment (East Gadsden and West Gadsden High Schools); Advanced Placement (East Gadsden and West Gadsden High Schools); Highest Performing Schools (Stewart Street Elementary, Gretna Elementary, Gadsden Elementary Magnet School, Crossroad Academy, Chattahoochee Elementary, Havana Magnet); Career and Technical Education Programs (Gadsden Technical Institute – secondary and postsecondary); and S.T.E.A.M. Magnet Academy (Havana Magnet School). Other Options include Gadsden Virtual, Edgenuity Virtual; Grad Track; and Home Education.

Parents also have the opportunity to declare school preference throughout the year for other reasons, including sibling support, grandfathering, schools under capacity, for district employees, hardships, and other special assignments. Per District School Policy 5120, (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.

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.

Per District School Board Policy 5120, (Assignment Within District), the parent 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. This request must be made no later than five (5) days before the first day of school each school year or five (5) days after the first day of attendance of the students if the students are enrolled in school after the school year commences. The school is not required to meet the request if there is factual evidence indicating a specific placement is better for the student than that requested by the parent.

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 to be reassigned. The parent must obtain signatures from the zone school and the requested choice school, unless otherwise approved by the Superintendent or Designee. There is no deadline to submit this form. Parents choosing this option will be responsible for their own student transportation.

4. No Child Left Behind Act Options

Per District School Board Policy 5113, School of Choice Options Provided by the No Child Left Behind Act, the School Board acknowledges that the Federal No Child Left Behind Act of 2001 ("NCLBA") provides that the parents of students enrolled in a Title I school that has been listed for "School Improvement" for two (2) or more years, have the right to transfer their children to another school in the District, provided there is a school that provides instruction at the student's grade level(s) and such school has not been identified as being in the process of school improvement, corrective action, or restructuring. If there is not another school in the district offering instruction at the student's grade level(s) that has not been identified as needing improvement, the Superintendent may contact the neighboring counties and request that they permit students to transfer to a school in one (1) of those counties. The Superintendent may also offer Supplemental Educational Services (SES) if a transfer within the district is not possible. The State of Florida received a waiver from this part of the law under the Elementary and Secondary Education Act (ESEA). Under the waiver, the district is responsible for providing district school improvement interventions that do not require transportation. School choice for students in all Title I schools remain the same as for all students in the district.

Additionally, students attending a "persistently dangerous" school, as defined by State law, have the right to transfer to another "safe" school in the district. If there is not another "safe" school in the district providing instruction at the student's grade level(s), the Superintendent shall contact neighboring counties and request that they permit students to transfer to a school in one (1) of those counties.

Furthermore, a student who is a victim of a "violent crime" on school property also has the right to transfer to another school. If there is not another school in the district providing instruction at the student's grade level, the Superintendent shall contact neighboring counties and request that they permit that student to transfer to a school in one (1) of those counties providing instruction at the student's grade level.

The Superintendent will develop, and revise this plan as necessary, including administrative procedures necessary to implement these policies. Furthermore, the Board authorizes such transfers in accordance with the administrative procedures. Children who transfer in accordance with these policies are permitted to remain at the school of transfer until completing the highest grade at the school. Except for homeless students and other student safety measures required by Florida Statute, parents who choose these options are required to provide their own student transportation.

5. Lottery Procedure to Determine Student Assignment

Gadsden County Schools does not have a lottery procedure to determine student assignment. Applications for choice schools and special programs are evaluated 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 would take into account District School Board Policy 5120 (Assignment Within District) in order to prevent the loss of more than five percent (5%) enrollment at any one school.

6. Appeals Process for Hardship Cases

Students may be allowed to attend a school other than their zoned home school based on documented economic or medical hardship, or other documented reason as approved by the Superintendent or Designee. A reassignment form must be completed, signed by both school administrators and submitted to the Parent Resource Center 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 be heard and to present such evidence as may be appropriate.

Thereafter, the Superintendent will make his/her recommendations to the Board for such action as the Board may deem appropriate. The Superintendent will furnish the parent/guardian or student a copy of his/her 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 Board at the next Board meeting. The parent/guardian must register for an appeal through the 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.

7. Procedures to Maintain Socioeconomic, Demographic, and Racial Balance

Gadsden County Schools 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 Schools annually evaluate participation by race and free and reduced lunch eligibility and makes changes accordingly.

Per District School Board Policy 5120, (Assignment Within the District), any student whose legal residence is outside the boundaries of the county may not be enrolled in any district school without the recommendation of the Superintendent and the approval of the Board, except under the provisions of Florida Statutes.

No student shall be permitted to cross district lines for the purpose of attending school in the school district or outside the school district, except under a written agreement as provided in Florida Statutes. Any such agreement between the Board and any other school district shall be duly recorded in the official Board minutes. Such transfers shall be on a non-discriminatory basis and shall not result in reducing desegregation in either school district or in reinforcing the dual school system.

- A. The assigned school for an out-of-district student shall be designated on the basis of space available. Such assignment shall not occur after the February FTE (full-time equivalency) count, except under the provisions of the contract with another district school system or upon recommendation of the Superintendent and approval of the Board.

B. The Board shall specify conditions for admitting students from other Florida school districts.

Any student(s), who has been attending a school that has been designated with a grade of "D" or "F" failing to make adequate progress for two (2) school years in a four (4) year period, may choose to attend a higher performing school in the district or an adjoining district consistent with Florida Statutes and State Board of Education rule. This is called Opportunity Scholarship Choice. The Florida Department of Education submits a list to the district annually of any school eligible to receive this choice option. The Parent Resource Center will develop the appropriate documents for noticing parents impacted by Opportunity Scholarship Choice and will mail those letters in a timely manner to give parents maximum opportunity to participate in this option. If a parent chooses to participate in Opportunity Scholarship, they must choose a higher performing school than the school that generated this option. Students transferring under the Opportunity Scholarship option to a higher performing school within the district will be provided transportation. Transfer to an equal or lower performing school within the district or outside district boundaries will require parents to furnish their own student transportation. Opportunity Scholarship options are limited to only the schools identified by the Florida Department of Education.

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 choice. Student transportation to their school of choice 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, 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 zone school. Transportation can be arranged by contacting Gadsden County's Transportation Department.

9. Process for Promoting Strong Parental Involvement, Including the Designation of a Parent Liaison

Encouraging and promoting strong parental involvement is a priority of every school and department throughout Gadsden County. Throughout the district, there are parent liaisons, community liaisons, instructional coaches, guidance counselors and others in positions to strengthen parental involvement. The district does not have specific parental involvement requirements however, individual programs at the schools may require parent participation. In an attempt to encourage parent involvement and in accordance with district policy, any school choice or reassignment can be revoked for a violation of student attendance or discipline issues.

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, back pack disseminations, individual program promotional materials, open houses at school sites, school visits, and through the district Parent Resource Center.

Rob Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: September 22, 2015

TITLE OF AGENDA ITEM: The 2015-2016 Gadsden County District Parental Involvement Plan

DIVISION: Gadsden County Parent Services

PURPOSE AND SUMMARY OF ITEM:

Parent Service is seeking Board approval for the 2015-16 District Parental Involvement Plan

FUNDING SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Sherrie Taylor

POSITION: Coordinator of Schools

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: YES

CHAIRMAN'S SIGNATURE: YES

This form is to be duplicated on light blue paper.

GADSDEN Title I, Part A Parental Involvement Plan

I, Reginald C. James, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The Gadsden County School Board mission is to support positive family and parent involvement believing that it is essential for student achievement. We encourage parents and community stakeholders to be involved in the educational planning and operations at all community schools.

To further strengthen this partnership, the Gadsden School District has adopted a School

Board approved Family and Parent Involvement Policy as its commitment. Its guiding principles are to involve parents in the decision making process and training programs that will help parents support their individual child at home. Ref. School Policy 2111. Revised 2012

Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: Response: The District Parent Advisory Committee was created by inviting parent representatives from each of the Title I, Part A schools, both public and private, school staff and community stakeholders to serve on the committee. Each Title I school was allowed to submit their parent representatives willing to serve on the District Parent Advisory Committee. The Committee is composed of the School's Advisory Council Chairpersons and parent representation from the PTA, ESE, ESOL and Pre-K. This composition provided a balance of parents, staff and community stakeholders.

At the district level, there is parent representation on the District Parent Advisory Committee from each school. The Committee is composed of the School's Advisory Council Chairpersons and parent representation from the PTA, ESE, ESOL and Pre-K.

All schools receive information on ways to include parents in the school improvement process according to the SAC Florida Statutes and Guidelines. Therefore, a meeting is coordinated quarterly at the district level to allow input from the school's parent representatives. SAC members share this information as they review their specific goals at their monthly meetings.

Parents are invited and encouraged to provide input in the development of all plans related to school improvement. Surveys are distributed and the results are analyzed to review for improvement and to evaluate the district PIP and school needs. The district parent services coordinator inputs these suggestions into the annual district's PIP.

Decisions involving the use of the one percent of Title I funds reserved for parental involvement will be made during the development of School Improvement Plan by principals and district initiatives with input from SAC. Parents of students in Title I schools are involved in the SAC committee. Of this one percent, not less than 95% will be allocated to schools. The Parent Services Coordinator will monitor SAC memberships to ensure that parents are involved in the process and submits each school roster for school board approval.

In reference to the LEA plan, parents are involved in many ways with each part of the plan. In regards to academic assessments and FCIM infusion parents are involved in the

discussions and decisions about assessments through the individual SAC councils while making recommendations of the appropriate interventions necessary to meet their school goals, including FCIM implementation, various after school and home tutoring materials and interventions. Survey input from parents, teachers, and administration are reviewed and considered when developing the K-12 Reading Plan and District intervention plans which are also the basis for the development of the Title II training plan. Early childhood coordination in the LEA plan involves parents by disseminating community resource directories to families via the district Parent Resource Center and Mobile Unit; surveying parents regarding their educational needs; coordinating workshop and in-service activities for families and children; providing family needs assessments; and providing parent resource centers at each school along with a parent liaison, which will provide parent trainings and assistance to parents in the areas of reading and math. Migrant parents receive frequent contact and communication about their needs from the Title I Part C staff. PreK/VPK/Head Start programs involve parent home visits to help determine the needs of both the family and the children and the resulting information from these meetings guide the development of programs and services for these children.

Parent input for school improvement is encouraged through Annual Title I meetings at each of the twelve schools. At the meetings, parents are encouraged to provide written or oral input on school policies, budgets, facilities, school vision, curriculum, extracurricular activities, and any other concerns. Additionally, parent input is gathered through the SAC, PTA, parent workshops, parent surveys and working with parents during student conferences. School Choice options involve parents all through the process by allowing them to select the appropriate choice for their student and provide any input or concerns through surveys. Highly qualified requirements are determined by the district and state requirements but any parent input regarding the quality of their students education or their desire to move students are addressed quickly and to the satisfaction of the parent.

Homeless programs involve parents and families in fully gathering their input and needs to select the appropriate services for them. Parent Expos, workshops, town meetings are constantly surveying parents for input into the development of various plans, policies, applications, and other initiatives through the district. Input for extended learning opportunities is gathered when the school is planning their original schedules and through SAC as they determine appropriate strategies for raising student achievement.

Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Response: The School Board of Gadsden County will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student achievement and school performance:

Title I, Part A supports the operation of parent involvement programs through parent liaisons, materials and supplies for parent trainings and other parent involvement activities at the schools and district level.

The Gadsden County School District has a Parent Services Department, which employs an experienced and highly qualified staff consisting of a Parent Services Coordinator, two VISTA Volunteers, two Homeless Specialist, and twelve Parent Liaisons (one Title I per campus). This department assists all Title I schools with distributing district information, academic resources, coordinating communication venues, and technical assistance to parents regarding policies and procedures. Educational support materials are displayed at the Gadsden Family Information Resource Center, and disbursed from the Parent Resource Center and Mobile Unit.

The District's Family Information Resource Center is equipped with computers featuring Florida's Standards Information. This will enable parents to practice instructional techniques, receive quality trainings, and become familiar with instructional methods and strategies being used in the classroom. Also, the District's, student warehouse, web site offers a Parent Portal where students' attendance and academic progress data may be viewed in real-time, ensuring that parents do not have to wait until the 9-week reporting period.

The Gadsden County School Board makes a continuous effort to keep parents and families informed of their choices for quality education for all students. This effort includes the district web site, Skylert messaging system, parent trainings, and informational sessions as well as sending newsletters, flyers, surveys and information home for parent input.

Parent liaisons are informed of the implementation of the FCIM to assist parents in understanding the focus calendar's purpose and to ensure alignment between instruction, remediation and enrichment activities.

The Parent Services Coordinator provides training meetings during progress reports periods or as needed. In addition, the Parent Services Coordinator will provide opportunities for Parent Liaisons and school staff to enhance their abilities to present Parental Involvement information at faculty meetings and to integrate parental involvement into in-service training for school-based personnel. Parent Liaisons are also trained on successful methods to get parents involved in their child's education and schools. Liaisons are made aware of the importance of documenting workshops, trainings and school-wide events involving parents.

Parent Liaison meetings will also serve as the main forum for sharing information on district initiatives and strategies to provide technical assistance to their schools.

Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)].

The Parent Services Coordinator will review each school-level PIP by December and ongoing during meetings with each school's Principal and Parent Liaison to ensure compliance and the activities planned provide meaningful opportunities for parents to become more involved in their child's education. The Parent Services Coordinator shall ensure that the one percent of parent involvement money is linked to strategies in the PIP.

Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-

Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count	Program	Coordination
1	VPK & Pre K Head Start	The Title I office, Head Start and VPK offices will work together to coordinate transition programs for students entering the regular public school program. Activities include coordinated meetings with parents, VPK teachers, and the Pre-Kindergarten teachers to discuss the specific learning needs of students, and during joint parent meetings to discuss transitioning. Pre-k parents are invited to all school meetings.
2	Individuals with Disabilities Education Act (IDEA)	Supplemental instructional support provided by Title I is discussed with parents during the development of the students IEP. ESE parents are invited, encouraged and included in all parent meetings at the school and district level.
3	Title II	Professional development modules will be provided to schools to support staff training as it relates to parental involvement. The parent liaisons are trained by the district's parent coordinator and staff on methods to effectively use the modules. The Parent Services staff will provide support and monitor the implementation to ensure that training is provided as required. Different Levels of Parental Involvement (DLOPI) will be one of the training methods implemented by Parent Services.
4	ESOL, Migrant & Homeless Education programs	Although some meetings are specific to these programs, every effort is provided to include translation support at meetings for the involvement of Hispanic parents and transportation for Homeless students' parents. Translations are provided on all written correspondence and as a practicable for verbal translations and translations in languages other than Spanish.

Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Response: The Advisory Committee, consists of representatives (School Advisory Council chairpersons, ESOL, ESE, Pre K and Parent Meeting Officers) selected from each school to provide suggestions throughout the year and during the annual end of the school year meeting for all federal programs. The District Parent Advisory Council (DPAC) convenes at least quarterly to discuss school improvement activities of the district's PIP. These discussions facilitate suggestions, questions, and concerns by each school parent group of representatives and then are shared at their individual school level by the school's parent liaison and parents. The district collects information for future review and insertion in the upcoming year's PIP.

During these quarterly meetings the DPAC will analyze and review the District PIP. By utilizing the Title I Parent Involvement Evaluation Toolkit, the DPAC and LEA staff will develop a plan for evaluating the PIP, this includes modifying surveys from the toolkit to meet the needs of Title I schools in Gadsden County. The survey will be revised, making it more parent-friendly and adding a date for return. The survey will be sent home to parents with their students.

In the spring the DPAC and LEA staff will review the PIP, evaluate its effectiveness, and analyze the surveys that have been returned. The results will be used to develop strategies to help increase effective parent involvement. Survey comments and results are sent to the principals for review. The DPAC and LEA staff will work together to resolve any issues indicated on the surveys.

A parent survey and other suggestions from District Advisory meetings are shared with all federal program coordinators for use in the development of federal grant applications and parent involvement policies/plans. Each school will continue to revise their plan throughout the year, and in some instances this will continue after the completion of the

federal grant and parent policy/plan.

Conversations with parents and other stakeholders are fostered to engage the entire community and businesses. Parents, faculty members, new hires and community stakeholders receive training on parent involvement. During monthly SAC meetings, suggestions are given to the committee and the principal will share with the school faculty.

Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	GED Preparation	Director of Technical Institute, Adult Ed Instructors	Parents will be offered the opportunity to participate in GED prep classes offered at the Technical Center. When parents further their education, they serve as role models for good study habits and dedication to academic success in school. The parent's academic goals will impact the student's attitude toward academic success.	Throughout the year	Attendance rosters
2	Family Literacy / Just Take 20 Initiative	Lead Reading Teachers, Coaches, District Reading Specialists & Parent Liaisons	Provide sessions to help parents improve reading skills. The parent's appreciation of reading will impact the student's desire to read and comprehend.	October - May 2015-2016	Agendas, sign-in sheets and examples of materials presented
3	Family Literacy / Just Take 20 Initiative	Migrant Education Program staff & Parent Services	Parent Meetings for ELL and speakers of other languages will be provided for parents by the Migrant Education Program and district staff	August - June 2015-2016	Agendas, sign-in sheets and examples of materials presented.
4	Parent Trainings and Parent Involvement Conferences	Principals and Parent Services Coordinator	Provide information to parents on academic and leadership skills to assist other parents with their children.	August – July 2015-2016	Agendas, sign-in sheets, materials from trainings and conferences
5	College Readiness	High School Counselors and Parent Liaisons	Parents will gain an understanding of college entrance requirements, scholarship information, availability of financial aid, etc. to better prepare students for college readiness	August – June 2015-2016	Sign-in sheets, agendas, handouts & presentation materials
6	Reading & Math	Teachers, parent liaisons, math & reading coaches	a. One-on-one meetings and content specific sessions will be provided for parents. b. Information will include grade level proficiency, strategies	August – March 2015-2016	Agendas, sign-in sheets and examples of materials presented.

			parents can use at home, and assessment methods.		
7	Assessments	Assessment coordinator, teachers, counselors	The student academic impact will be enhanced by parents participating in: Individual school parent 9 week expos; Teacher/parent meetings to discuss the student's assessment results, expectations, and goals for the school year; District assessment parent meetings.	August – May 2015-2016	Conference logs and district meeting agendas & sign-in sheets.
8	New Florida Standards	PRC staff, principals, teachers & parent liaisons	Provide to parents grade specific brochures and other academic materials via meetings & the district website @ www.gcps.k12.fl.us .	August - June 2015-2016	Copies of the Focus Calendars disseminated and other academic materials.
9	Faith-based workshops & trainings	Parent Services staff, Ministers, Clergy	Faith-based partners offer resources needed to promote academic success for the schools and children. Faith-based partners also provide mentoring, tutoring, resources materials, and monetary contributions.	October – March 2015-2016	Agendas, sign-in sheets, presentation materials.
10	Parental involvement requirements District-wide parent advisory meetings	Parent Services staff	Provide information to parents on school policy, budget, curriculum, school vision, educational resource materials to ensure academic success for their child.	Kick-off in the Fall & continue until Florida Standards Assessment testing (FSA)	News articles, schedules, pictures, copies of materials distributed and meeting minutes or notes.
11	State's academic content standards and state student academic achievement Florida Standard (Reading, Writing, Math, Science) Parent trainings and workshops for parents; Reading Campaign	Reading Coaches, PRC staff, Media Coordinator	Provide parents with Florida Standards study info, academic resource materials, and books to help their child at home.	August - March 2015--2016	Sign-in sheets, pictures, copies of resource handouts.
12	DLOPI Training	PRC staff, Parent Liaisons	Parents will understand the different level of Parental Involvement	October - March 2015-2016	Sign-in sheets, agenda, pictures, resource materials

Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
-------	------------------------------	--------------------	---	----------	---------------------------

1	Parent Trainings and PTA Conferences	Parent Services Coordinator	Parents will be provided information of their impact on student achievement and the best practices available to assist their child. More parent involvement results in greater academic achievement of students. Knowledge of parent involvement best practices for increased parent participation.	August-June 2015-2016	Agendas, conference materials.
2	Cultural Sensitivity Awareness	Migrant & ESOL staff	By providing information to schools on what cultures are within the district's population and being available to assist schools during parent meetings, all students' needs will be adequately addressed and met.	August-June 2015-2016	Samples of materials disseminated, sign-in sheets or logs.
3	Value and Communication Trainings	Principals & Parent Liaisons	Increased and improved family involvement in education by implementing best practices, important to establishing positive relationships between parents and teachers to enhance student performance. Communication will be enhanced by encouraging regularly schedule parent/teacher meetings and employing technology (email, texts, automated communication networks, social media) to better facilitate how positive communication and information exchanges increase student achievement.	August-June 2015-2016	Agendas, sign-in sheets and examples of materials presented.
4	Parent Involvement Strategies	Parent Services Coordinator & K-12 Directors	Knowledge of parent involvement best practices for increased parent participation. Strategies will be given and implemented on the best practices to increase parent participation resulting in higher student achievement.	Monthly District Leadership Team meetings	Agendas, examples of materials presented, and sign-in sheet
5	School Involvement Plan (SIP) & School Advisory Committee (SAC)	Principals & District Parent Services staff	Knowledge of the process, duties & responsibilities of their duties while serving on SAC & developing the SIP. It will create an environment that is conducive to student learning and achievement through the identification and resolution of school issues negatively impacting the student achievement.	August & May of each school year	Agendas, sign-in sheets and examples of materials presented.
6	Different Levels Of Parent Involvement (DLOPI)	District Parent Services Coordinator	Knowledge of program to identify strategies to enhance parental participation. Since parents are their child's first teacher the DLOPI strategies train the parents on the importance of being a level 5 (highly involved) to impact their child's education.	August-June 2015-2016	Agendas, sign-in sheets and examples of materials presented.

Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: The District will summarize its Parental Involvement Plan into a brochure that will be printed in English and Spanish and provided to all schools to distribute to parents, via backpack, website and parent resource rooms. The brochure will outline the major components of the policy (hard copies will be provided upon request). In addition, hard copies will be available in the school office and the parent resource room at each Title I school. The complete PIP will be posted on the district's website and linked from each Title I school's website.

As practicable, the School Board of Gadsden County with the assistance of its school principals, ESE, ESOL, & Migrant education program supervisors and coordinators will provide to parents information in their native languages (English and Spanish) and/or in an understandable language according to the culture. Information will be shared via written communication and orally through translators. Translators will be available at parent meetings (if needed) and in school offices to provide translation services to ensure that parents are able to fully participate in the education of their child and at parent meetings. The district will ensure every possible avenue to provide the availability of an individual to provide translation services in Spanish at each Title I school if needed. If other languages are needed, schools will send the material to the Title I office where local companies and/or district experts will provide the translations. Parents will be provided Spanish translations and information via the Skylert communication system, newsletters, fliers, phone calls, materials and trainings to help parents work with their children to improve their academic achievement. The English Language Survey results from the communication system and parent liaisons will be used to determine the number and specific needs for translations into a language other than English. The district ESOL and Migrant Coordinators and school personnel will run the Language Survey report at least monthly to determine any changes based on fluctuations in student populations.

Other communication opportunities, to share with parents the information in the PIP, Open House, School Advisory Council meetings, Parent Meetings, literacy training, and usage of technology meetings. Gadsden County School District will foster increased parental involvement by:

A. Hosting district-wide Parent Progress Periods each 9-week grading period, which will offer parents the opportunity to pick up their child's report card, schedule meetings with teachers and gather information critical to their child's success and include these parents especially with all other parents during conferences as a part of the Individual Education Plan (IEP), Academic Improvement Plan (AIP) and Student Learning Plan (SLP).

B. Encouraging classroom volunteers from all programs (i.e. Migrant, Pre K, ESE, & SAC) as parent participants in the school's activities. Survey these parents to find ways they would like to assist by volunteering and/or mentoring.

C. Schools will be responsible for providing monthly focus calendars that inform parents of up-to-date information on skills being taught in the schools and specific to their child's needs.

D. Providing the necessary accommodations for parents who are identified with disabilities to ensure that all parents can participate in parental involvement activities. The ESE department and/or Florida Diagnostic and Learning Resource System (FDLRS) will assist. In addition, involve parents in the annual ESE Parent Day activities coordinated with FDLRS and also the Migrant and Hispanic parents in the annual cultural celebration.

Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];	An ongoing staff development program that includes researched based training modules.	Principals and Parent Services Staff	Involving parents' input in the SIP for training.	August-September 2015-2016
2	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];	Involve parents and improve their ability to participate in school and district literacy trainings.	Public Libraries, Parent Services Coordinator, and Parent Liaison	Provide parents information to assist their children with literacy materials.	August-June 2015-2016
3	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	Provide daycare services, food for parent nights.	Principals & Parent Liaisons	Provide information to parents.	Monthly Parent Meetings
4	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Parents will receive info by attending the annual Title I meeting, parent expos, leadership conference & district trainings.	Parent Services; Principals	Giving parents the necessary tools to actively recruit others parents.	August-July 2015-2016
5	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to	Arrange school meetings at a variety of times, or conduct home or neighborhood visits via the mobile unit.	RV mobile unit staff, Parent Liaison	To ensure all parents the opportunity to be actively involved in their child's education.	On-going

	attend those conferences at school [Section 1118(e)(10)];				
6	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];	Provide DLOPI trainings on the usage for increased and improve parent participation.	Parent Services Coordinator & Parent Liaisons	Provide strategies to assist parents and teachers to increase parent participation.	August-June 2015-2016
7	Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and	Enhance the District's Parent Advisory Committee to include community-based organizations and businesses, including faith-based organizations.	Parent Services Staff	Provide knowledge and involve parents in the educational decisions and choices for students.	Quarterly meetings
8	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Building ties between home school and the community.	Parent Services Staff, Principals & Parent Liaisons	To involve all parts of the community in the education process.	Monthly & Quarterly meetings

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Back to School Events	5	1926	Engaging the entire faith based, community and businesses to support with the school supplies, hygiene kits, and funding to support students and parents with materials and school supplies.
2	Faith-based workshops and trainings	3	105	To assist faith-based partners with information on the Florida Standards.
3	Title I Parent Trainings	13	1401	Provide information to parents and academic and leadership skills to assist other parents with their students.
4	Reading and Math	11	1286	a) Face-to-face meetings and content specific sessions will be provided for parents; b) Information will include grade level proficiency, strategies parents can use at home, and assessment methods.
5	Family Literacy	11	1286	Provide sessions to help parents improve the students reading skills and also have meetings for EEL and speakers of other languages will be provided for parents by the Migrant Education Program and the District Office Staff.
6	Parent Meetings, Workshops, and Trainings	7	203	Provide information to parents on academic and leadership skills to assist other parents with their children.

Staff Training Summary

Provide a summary of the professional development activities provided by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Different Levels Of Parent Involvement (DLOPI)	11	145	Knowledge of program to identify strategies to enhance parental participation.
2	Value and Communication Trainings/Parent Liaison	6	81	Improve the ability of the staff to effectively provide parents with examples of best practices on the value of parenting and how to positively communicate with their children.
3	Parent Involvement Strategies	13	606	To provide knowledge of parent involvement best practices for increased parent participation.

Private School Summary

Provide a summary of the parental involvement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]

count	Content and Type of Activity	Number of Participants	Schools Participating	Anticipated Impact on Student Achievement
1	DLOPI Awareness for Parents	133	3	Provide one-on-one training to the Parent Liaison with a variety of activities of the model to train and involve parents at the school level.
2	Parent resources and assistance meeting	85	3	Provide a variety of parent resources and assistance for the parent liaison to share with parents.
3	Parent Involvement resources	98	3	Provide a variety of parent resources and assistance for the parent liaison to share with parents to assist their children.
4	School visits and telephone with parent resources	8	3	Assisted principals with resources for increased parent participation.

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Translations for more documents for our Hispanic population to include translators for meetings and translating machines.	Secure translators, technology, and interpreters.
2	Lack of school level workshops for ESE.	Include workshops for ESE parents and teachers in the SIP.
3	Lack of Parental Technology Training	Increase training

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
-------	-----------------	-----------------------------

Paul Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10c

DATE OF SCHOOL BOARD MEETING: September 22, 2015

TITLE OF AGENDA ITEM: The 2015-2016 SAC Roster

DIVISION: Gadsden County Parent Services

PURPOSE AND SUMMARY OF ITEM:

Parent Service is seeking Board approval for the 2015-16 School Advisory Committee (SAC) Rosters for all participating schools

FUNDING SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Sherrie Taylor

POSITION: Coordinator of Schools

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: YES

CHAIRMAN'S SIGNATURE: YES

This form is to be duplicated on light blue paper.

9015 S-77 14 AM 7:18
Gadsden County Schools
Parent Services

Gadsden County
School Advisory Council Membership Roster

School Year 2015-2016

School: George W. Monroe Elementary

Telephone #: 850-875-8800

Principal's Signature: Allysun Davis

Date: 08/21/2015

SAC Chairperson's Signature: Leticia Brady

Date: 08/21/2015

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Allysun Davis	1830 W. King St. Quincy, FL 32351	875-8800	F	B	Principal	Appointed
Leticia Brady	706 Circle Dr. Quincy, FL 32351	766-9069	F	B	Chairperson/ Parent	Elected
Lachrystra Mitchell	402 Williams St. Quincy, FL 32351	212-3733	F	B	Parent	Elected
Roxana Garcia	87 Dukes St. Quincy, FL 32351	627-3233	F	H	Vice Chair/ Parent	Elected
Yadira Arzale	55 Dukes St. Quincy, FL 32351	627-9418	F	H	Parent	Elected
Renarda Kirkland	212 Deerwood Circle, Quincy, FL 32351	813-344-2322	F	B	Parliamentarian /Parent	Elected
Malinda Childress	411-B S. Shelfer St. Quincy, FL 32351	322-1236	F	B	Secretary/ Parent	Elected
Luis Yzaguirre	152 Woodberry Quincy, FL 32351	704-649-1196	M	H	Parent	Elected
Patricia Popoca	1170 S. Atlanta St. Quincy, FL 32351	868-0735	F	H	Parent	Elected
Aldhic Williams	3392 Earline Quincy, FL 32351	442-1053	M	Other	Parent	Elected
Montoyia Tillman	314 W. Franklin St. Quincy, FL 32351	544-4378	F	B	Parent	Elected
Keyichee Burke	316 W. Franklin St. Quincy, FL 32351	544-5037	F	B	Parent	Elected
Sam Palmer	210 Berry St. Quincy, FL 32351	509-3504	M	B	Community Member	Elected
Sarah Graham	1830 W. King St. Quincy, FL 32351	875-8800	F	B	Teacher	Elected
Paulette Chavez	1830 W. King St. Quincy, FL 32351	875-8800	F	H	Teacher	Elected
Nancy Romero	1020 S. Magnolia Dr. Quincy, FL 32351	509-3187	F	H	Community Member	Elected
Earline Taylor	P. O Box 1131 Quincy, FL 32351	875-2293	F	B	Community Member	Elected



GEORGE W. MUNROE ELEMENTARY SCHOOL

"Where Excellence with Caring is the Standard"

1830 W. King Street • Quincy, FL 32351
Telephone: (850) 875-8800 Fax: (850) 875-8805

<http://www.gwmes.gcps.k12.fl.us>

Allysun Davis
Principal

Germaine Brown
Assistant Principal

Major Willie Jackson
Assistant Principal

Title 1/School Advisory Council Minutes for September 9, 2015

Location: George W. Munroe Elementary

Reading of Minutes: There were no minutes from the previous meeting.

The meeting was called to order by Asst. Principal Major Jackson. He welcomed and thanked all members for attending. Each staff member introduced themselves and described their job function.

The parents were provided 3rd grade reading data and 5th grade science data. The Assistant Principal informed parents that remaining assessment data would be released in the fall. The parents were provided a copy of the school's PIP. The parents led a discussion on things that should be adjusted.

The Assistant Principal led a discussion on the duties of the SACS Chairperson, Vice-Chairperson, Parliamentarian & Secretary. Elections yielded the following results:

Chairperson	Laticia Brady
Vice-Chairperson	Roxana Garcia
Secretary	Malinda Childress
Parliamentarian	Renarda Kirkland

The chairperson informed the committee members that notification of future meetings would be announced. The meeting adjourned.

Members Present: George W. Munroe Elementary School Faculty, Staff, students and parents

School Advisory Council Membership Roster

School Year 2015-2016 School Gretna Elementary School

Telephone # 850-856-5249

Principal Signature Michael J. Fuchs

Date: 9/8/15

SAC Chairperson's Signature K. M. Nealy

Date: 9/8/15

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Stephanie Frierson	128 Maple Ave. Gretna, Florida	850-694-4516	F	B	Parent	Elected
Patricia Williams	P.O. Box 117 Gretna, Florida	850-933-9438	F	B	Parent	Elected
Shaquita Weston	P.O. Box 872 Gretna, Florida	850-856-9008	F	B	Parent	Elected
Shelitha Payne	573 Church St. Gretna, Fl. 32332	850-544-1448	F	B	Parent	Elected
Mayor James Payne Gretna City Commision	573 Church St. Gretna, Florida	850-509-2220	M	B	Parent	Elected
Crystal Myles	47 N. Cone St. Apt. 6, Quincy, Florida	850-210-8137	F	B	Parent	Elected
Maresha Alexander	609 N. Jackson St. Quincy, Florida	850-728-3733	F	B	Parent	Elected
Kimberly McNealy	P.O. Box 904 Gretna, Florida	850-597-5777	M	B	Chairperson	Elected
Felicia James	64 N. Cleveland St., Apt. 1103 Quincy, Florida	850-445-8126	F	B	Parent	Elected
LaShonda Cloud	135 Hilltop Drive Midway, Florida	850-405-0028	F	H	Parent	Elected
William Harris	405 Strong Rd., Apt. 103C Quincy, Florida	850-524-5097	M	B	Parent	Elected
Jera Francis	725 MLK Blvd. Gretna, Florida	850-661-1911	F	B	Parent	Elected
Eddie Allen	2772 Mt. Pleasant Rd. Quincy, Florida	850-728-7234 850-856-5553	M	B	Parent	Elected
Brenda Reyes	219 Ellis Circle Gretna, Florida	850-879-5252	F	H	Parent	Elected
Micheal Franklin	706 MLK Blvd. Gretna, Fl. 32332	850-856-5249	M	B	Principal	Appointed
Colletta Blair	P.O. Box 235 Gretna, Florida	850-274-7962	F	B	Parent	Elected
Shari Oliver	7977 Hardaway Hwy. Chattahoochee, Florida	850-264-1230	F	B	Parent	Elected
LaTravia Parks	230 Williams Street Gretna, Florida	850-766-0733	F	B	Parent	Elected
Benjamin Aguilar	1078 Dewey Johnson Gretna, Florida	850-559-5710	M	H	Parent	Elected
Franchon Moore	4840 Mt. Pleasant Rd Quincy, Florida	850-856-5458 850-879-2278	F	B	Parent	Elected

School Advisory Council Membership Roster

School Year 2015-2016 School Gretna Elementary School

Telephone # 850-856-5249

Principal Signature *Michael J. [Signature]*

Date: 9/8/15

SAC Chairperson's Signature *K. McNealy [Signature]*

Date: 9/8/15

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Tavia Dilworth	122 Hill St. Gretna, Florida 32332	(850) 856-8253 (850) 567-1434	F	B	Vice-Chair	Elected
Angelica Long	251 Beech Ave. Gretna, Florida 32332	(850) 680-9007	F	B	Secretary	Elected
Gretna Correctional Facility/Business Partners	6044 Greensboro Hwy. Quincy, Florida 32351	(850) 875-9701	N/A	N/A	Business Partner	Elected
Sherita Harrell	P. O. Box 295 Gretna, Florida 32332	(850) 545-2139	F	B	Teacher	Elected
Shundra McGlockton	1701 Martin L. King Blvd. Midway, Florida 32343	(850) 856-5249	F	B	Teacher	Elected
Mary Long	251 Beech Ave. Gretna, Fl. 32332	(850) 680-9007	F	B	Parliamentarian	Elected

Title I Parent Meeting

Wednesday, September 2, 2015

Minutes

The meeting was called to order by Principal, Micheal Franklin at 6:06 p.m. The first order of business was the introduction of the 2015-2016 Gretna Elementary Staff by Mr. Franklin. Mr. Franklin then introduced the Coordinator of Parent Services, Ms. Sherri Taylor and then turned the meeting over to her.

Ms. Taylor began her presentation by stressing the importance of the Title I Program. Ms. Taylor told parents in attendance that Title I is the largest federal assistance program in our nation's schools. In addition, Title I serves all schools in Gadsden County.

Ms. Taylor explained that the federal government provides funding to states each year and that the Florida Department of Education sends that money to school districts and then school districts provides the funding to needed schools.

Ms. Taylor informed parents of their rights as parents and told them that they need to get involved now before something happens. She mention the importance of the Parent Portal where parents can go and find out how their students are doing in class and if there are any behavioral issues. Ms. Taylor also told parents that they can find out if their child's teacher is highly qualified or not, if the teacher is ESOL Endorsed, or if the teacher has a certificate.

Ms. Taylor then discussed the Parental Involvement Plan and asked parents if they had anything to add. Parents were then asked if meeting at 6:00 in the evening or if they preferred to meet in the mornings; all parents agreed that 6:00 in the evening was fine.

Ms. Taylor stressed to parents that because there is no longer PTA or PTO, we need more parent meetings. She asked parents to come out and help with the different activities going on at the school. She asked them to come out and sit in class with their children and even write with them because writing is so important. She also asked for ideas on how to get parents involved more.

The next order of business was the election of officers. Mrs. Kimberly McNealy was elected Chairperson, Ms. Tavia Dilworth was elected Vice-Chair, Ms. Angelica Long was elected Secretary, and Ms. Mary Long was elected Parliamentarian.

Parents were then instructed to fill out the Parent-Teacher-Student Compact so they will know the responsibilities of each person and then fill out the Parent Survey.

The meeting was adjourned at 6:47 p.m.

**Gadsden County
School Advisory Council Membership Roster**

School Year 2015-2016

Greensboro Elementary School

Telephone # 442-6327

Principal's Signature *Steve Pitts* Date 9-2-2015

SAC Chairperson's Signature *Wanda Matthews* Date 9-2-2015

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Rosa Yzaguirre	1836 Earnest Rd Greensboro, FL 32330	491-0416	F	H	Parent	Elected
Yesenia Gonzalez	115 KEVER LN QUINCY FL 32351	728-4859	F	H	Parent	Elected
Juana Casia	4890 Bristol Hwy, Quincy, Fl 32351	408-4222	F	H	Parent	Elected
Shone Matthews	119 Portia Ln. Quincy Fl, 32353	519-8487	F	B	Vice –Chair Parent	Elected
Argenia McCray	91 Finuff Rd. Chattahoochee, Fl 32324	856-9778 4433523	F	B	Secretary Parent	Elected
Monica Grimaldo	155 Penny Kever Ln Greensboro Fl 32330	491-1868	F	H	Parent	Elected
Lawanda Mathews	2116 South Atlanta St. Quincy, FL 32351	321-5603	F	B	Chairperson Parent	Elected
Jennifer Rodriquez	187 Juniper Rd Greensboro, Fl 32330	442-6281	F	H	Parent	Elected
Angela Tyus	902 Little Sycamore Rd Quincy, Fl 32351	980-2461	F	W	Parent	Elected
Melissa Pride	PO 292 Greensboro, FL 32330	508-5610	F	W	Parent	Elected
Stephen Pitts	559 Greensboro Hwy Quincy, Fl 32351	442-6327	M	W	Principal	Appointed
Jessica Vazquez	559 Greensboro, Hwy, Quincy, Fl, 32351	442-6327	F	H	Paraprofessional	Elected
Dawn Weeks	559 Greensboro, Hwy, Quincy, Fl, 32351	442-6327	F	W	Media Specialist	Elected
Joshue Matos	559 Greensboro, Hwy, Quincy, Fl, 32351	442-6327	M	H	Teacher	Elected
Gloria Castenada	559 Greensboro, Hwy, Quincy, Fl, 32351	442-6327	F	H	Teacher	Elected
Buddy Pitts	P.O Box 226 Greensboro, Fl, 32330	442-4488	M	W	Business Partner	Elected
Sycamore Methodist Church Sharon Bentley	3246 Sycamore Rd. Quincy, Florida 32351	442-4543	M	W	Business Partner	Elected
Greensboro United Methodist Church Patsy Pitts	PO Box 226 Greensboro, FL 32330	442-4488	F	W	Business Partner	Elected



Stephen Pitts
Principal

Greensboro Elementary

Home of the Bulldogs



Zola Akins
Assistant Principal

Annual Title I Parent Meeting
September 1, 2015
6:00 p.m.

Minutes

Welcome and introductions done by Mrs. Z. Akins.

Discussion of Federal programs- based on free/reduced lunch.

Special Programs

- I Ready
- Computer Lab Proctor
- Acaletics
- After School Program
- Supplies

Purpose

Rights and Responsibilities

- Parents rights

Testing (FSA)

Parent nights

- 21st Century Afterschool Program
- Technology Night- I Ready
- Homework Night
- Reading Night

SAC (What can we help with?)

SAC Elections

- Lawanda Matthews- Chair
- Shone Matthews- Co-chair
- Argenia McCray- Secretary

Review of Parental Involvement Plan (PIP)

Parent participation Survey

Parent Portal

Meeting adjourned at 7:22 p.m.

**Gadsden County
School Advisory Council Membership Roster**

School Year 2015-2016

School: **Gadsden Elementary Magnet**

Telephone #: **850-627-7557**

Principal's Signature: Rebecca H. Gaines

Date: 9/9/2015

SAC Chairperson's Signature: Robin Chandler

Date: 9/9/15

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Cedric Chandler	436 North Calhoun Street Quincy, Fl. 32351	339-4826	M	B	Chairman Parent	Elected
Donnie Washington	635 Selman Road Quincy, Fl. 32351	556-9331	M	B	Vice Chairman Parent	Elected
Cindy Conley	1800 West King Street Quincy, Fl. 32351	875-8800	F	W	Secretary Parent	Elected
Sharon Davis	347 West River Road Chattahoochee, Fl. 32324	567-9643	F	B	Parliamentarian Parent	Elected
Lina Douglas	1226 Dodger Ball Park Rd. Quincy, Fl. 32333	875-1000	F	A	Parent	Elected
Claretta Domingos	2275 Nannas Loop Tallahassee, Fl. 32303	352-871-6393	F	B	Teacher	Elected
Lola Fulmar	228 Point Milligan Rd. Quincy, Fl. 32352	766-6091	F	W	Parent	Elected
Ireshia Jackson	160 Slash Circle Midway, Fl. 32343	559-0613	F	B	Parent	Elected
Jari Lewis	1285 Jamieson Rd. Havana, Fl. 32333	566-1156	F	B	Teacher	Elected
Jorge Martinez	118 North Street Quincy, Fl. 32351	627-2451	M	H	Parent	Elected
Daryl Oliver	458 Glory Rd. Quincy, Fl. 32352	941-993-6307	M	W	Parent	Elected
LaTasha Porter	337 Spring Meadows Rd Quincy, Fl. 32351	510-6862	F	B	Teacher	Elected
Gadsden County Extension FAMU Extension Agent IV	2140 West Jefferson St. Quincy, Fl. 32351	875-7255	N/A	N/A	Community Partner	Elected
University of Florida NFREC	155 Research Road Quincy, Fl. 32351	875-7136	N/A	N/A	Community Partner	Elected
Rebecca H. Gaines	500 West King Street Quincy, Fl. 32351	627-7557	F	B	Principal	Assigned

Gadsden Elementary Magnet SAC Minutes
Tuesday, September 1, 2015

- Principal Gaines opened the meeting formally at 6:00 p.m.
- The Floor was opened at 6:09 p.m. for nominees for the SAC Committee
- Mr. Cedric Chandler reviewed the SAC officers responsibilities
The president is the voice of the SAC Committee. The president can say what the principal can't say at the school board meetings. The president takes on the responsibility of GEMS as a whole.
The vice-president takes the place of the president.
The secretary dedicates the time and effort to take copious notes and gives information back at each meeting.
The parliamentarian will be on post; to watch over and make sure everything stays calm.
- Mr. Chandler thanked everyone for coming out. Chandler opened the nominations for parliamentarian. At the time, no nominees were announced.
- Mrs. Cindy Connolly nominated herself for secretary. Mrs. Fulmer seconded the nomination. All were in favor.
- Mrs. Fulmer nominated Mr. Washington for vice-president, Mrs. Lawson and Mrs. Connolly seconded the motion. All were in favor.
- Mrs. Fulmer nominated Mr. Chandler for president. Mrs. Connolly seconded the nomination and all were in favor.
- Principal Gaines announced Mr. Chandler as the president for the 2015-2016 school year and the following officers: Mr. Washington-vice president; Mrs. Cindy Connolly-secretary; Mrs. Sharon Davis-parliamentarian.
- Mrs. Fulmer nominated Sharon Davis for parliamentarian. Mrs. Lawson seconded the nomination. All were in favor.
- Other business:
Agenda Items were discussed and distributed to parents in attendance; overview of the annual coronation information; introduction of the staff present: Mrs. Claretta Domingos, gifted teacher, and Mrs. Jari V. Lewis, resource teacher; seminar for business partners scheduled for Friday, September 4, 2015; concerns/issues of an after-school program; Mrs. LaTasha Porter, fifth grade teacher-informed the committee about a school improvement project-paint, garden, family, movie night; art competition for students to paint mural.
- Next SAC meeting will be Tuesday, October 13, 2015.
- Parent Expo, October 20, 2015, at 6 p.m.
- Grading period ends October 9, 2015.
- Mr. Chandler moved to adjourn the meeting at 6:57 p.m.

Gadsden Elementary Magnet SAC Minutes
Tuesday, September 1, 2015

- Principal Gaines opened the meeting formally at 6:00 p.m.
- The Floor was opened at 6:09 p.m. for nominees for the SAC Committee
- Mr. Cedric Chandler reviewed the SAC officers responsibilities
The president is the voice of the SAC Committee. The president can say what the principal can't say at the school board meetings. The president takes on the responsibility of GEMS as a whole.
The vice-president takes the place of the president.
The secretary dedicates the time and effort to take copious notes and gives information back at each meeting.
The parliamentarian will be on post; to watch over and make sure everything stays calm.
- Mr. Chandler thanked everyone for coming out. Chandler opened the nominations for parliamentarian. At the time, no nominees were announced.
- Mrs. Cindy Connolly nominated herself for secretary. Mrs. Fulmer seconded the nomination. All were in favor.
- Mrs. Fulmer nominated Mr. Washington for vice-president, Mrs. Lawson and Mrs. Connolly seconded the motion. All were in favor.
- Mrs. Fulmer nominated Mr. Chandler for president. Mrs. Connolly seconded the nomination and all were in favor.
- Principal Gaines announced Mr. Chandler as the president for the 2015-2016 school year and the following officers: Mr. Washington-vice president; Mrs. Cindy Connolly-secretary; Mrs. Sharon Davis-parliamentarian.
- Mrs. Fulmer nominated Sharon Davis for parliamentarian. Mrs. Lawson seconded the nomination. All were in favor.
- Other business:
Agenda Items were discussed and distributed to parents in attendance; overview of the annual coronation information; introduction of the staff present: Mrs. Claretta Domingos, gifted teacher, and Mrs. Jari V. Lewis, resource teacher; seminar for business partners scheduled for Friday, September 4, 2015; concerns/issues of an after-school program; Mrs. LaTasha Porter, fifth grade teacher-informed the committee about a school improvement project-paint, garden, family, movie night; art competition for students to paint mural.
- Next SAC meeting will be Tuesday, October 13, 2015.
- Parent Expo, October 20, 2015, at 6 p.m.
- Grading period ends October 9, 2015.
- Mr. Chandler moved to adjourn the meeting at 6:57 p.m.

School Advisory Council Membership Roster

School Year 2015-2016 School Chattahoochee Elementary School

Telephone # 850-662-2080

Principal Signature Valencia Denson

Date 9/10/15

SAC Chairperson's Signature Shirley Kennedy

Date 9-11-15

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Stephanie Gurley	1255 Ed Jones Road Sycamore, Fl 32351	850-442-6128	F	B	Parliamentary	Vote
Willie Massey	1109 Lorraine Ave. Chattahoochee, Fl 32324	850-661-5633	F	W	Parent	Vote
Kenyatta Jackson	804 Morgan Ave Chattahoochee, Fl 32324	850-663-5705	F	B	Parent	Vote
Brandy Manuel	192 Grant St. Chattahoochee, Fl 32324	850-274-5869	F	B	Parent	Vote
Briana Jackson	PO Box 142 Chattahoochee, Fl 32324	850-322-1587	F	B	Parent	Vote
Jamerica Smith	1120 Poplar Road Chattahoochee, Fl 32324	850-491-7849	F	B	Parent	Vote
Brandee Godwin	114 Godwin Road Chattahoochee, Fl 32324	850-661-1976	F	W	Parent	Vote
Isidora Mendoza	159 Smith Lane Chattahoochee, Fl 32324	850-663-2142	F	H	Parent	Vote
Flora Williams	2468 Lincoln Drive Chattahoochee, Fl 32324	850-933-6828	F	B	Parent	Vote
Shirley Kennedy	PO Box 704 Chattahoochee, Fl 32324	850-879-2993	F	B	Chairperson	Vote
Brianna Smith	851 Maple St. Apt. 1 Chattahoochee, Fl 32324	850-363-2422	F	B	Parent	Vote
Steven Elder	111 Corraine Road Chattahoochee, Fl 32324	850-524-7190	M	B	Parent	Vote
Shondedra Edward	7278 Bonnie Hill Road Chattahoochee, Fl 32324	850-879-1820	F	B	Parent	Vote
Valencia Denson	335 Maple St. Chattahoochee, Fl 32324	850-662-2080	F	B	Principal	Vote
Rena Nelson	335 Maple St. Chattahoochee, Fl 32324	850-662-2080	F	B	Teacher	Vote
Tameka Rumph	335 Maple St. Chattahoochee, Fl 32324	850-662-2080	F	B	Guidance	Vote
Gail Pollock-Moore	342 Lincoln Drive Chattahoochee, Fl 32324	850-663-2640	F	B	Parent	Vote
Edgar Williams	314 Calloway St. Chattahoochee, Fl 32324	850-694-9733	M	B	Parent	Vote
Cheryl Jackson	414 West St. Chattahoochee, Fl 32324	850-296-4146	F	B	Parent	Vote
Alexis Perry	225 E River Road Apt. 17B Chattahoochee, Fl 32324	850-408-1229	F	B	Parent	Vote
Michael Houston`	225 River Road East Chattahoochee, Fl 32324	850-408-1229	M	B	Vice Chairperson	Vote



CHATTAHOOCHEE ELEMENTARY SCHOOL

335 MAPLE STREET
CHATTAHOOCHEE, FL 32324
(850) 662-2080
FAX (850) 663-2236

Valencia Denson
Principal

September 10, 2015

Title I & School Advisory Council Meeting Minutes

The meeting was called to order by Principal Denson at 8:45am.

Ms. Sherrie Taylor discussed the purpose of the Title I meeting and informed parent about their involvement in the school. She continues her discussion with the Parental Involvement Plan (PIP) informing parent about the school mission and information that needed to be change from the previous year. Parents were given a hard copy to take home and critique before the final PIP was established.

The next phrase of the morning was discussion of the new FSA and how rigorous it was for students to be able to comprehend and explain what the test questions were asking them to do. Parents also were asked to stop by the Parent Service Office to pick up books for their child to read at home.

Next, the discussion continued with the teacher-student-parent compact. Each phase was explained to parent and they pledge to do their part of the compact. Parents were also given a parent survey to complete about the school.

Lastly, there was a nomination for officers for the school advisory council. Shirley Kennedy was nomination for Chairperson. A motion was rendered by Debbie Dudley and second by Michael Houston. Michael Houston was nominated for Vice Chairperson. A motion was rendered by Shymekia Dixon and was second by Alexis Perry. Stephanie Gurley was nominated for Parliamentary. A motion was rendered by Albert Moore and second by Brandy Manuel. There was a vote for each officer and the votes were unanimous.

Parents were given important dates to remember and questions were answered. Breakfast was served and the meeting adjourned at 9:45am.

Gadsden County

School Advisory council Sign-In Sheet

School Year 2015-2016

School: James A. Shanks Middle School Telephone # (850) 875-8737

Principal's Signature Juanita B. Ellis Date 9/9/15

SAC Chairperson's Signature Janey Dupont-Butler Date Sept. 9, 2015

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Juanita Ellis	233 China Doll Dr. Tallahassee, FL 32312	875-8737	F	B	Principal	APPOINTED
Janey Dupont-Butler	P.O. Box 60 Quincy, FL 32351	875-9583	F	B	SAC Chair	Elected
Fabiola Garcia	315N. Key Street Quincy, FL 32351	875-4803	F	H	Community	elected
Shirley Commodore	3337 Little Zion Road Sneads, FL 32460	592-8768	F	B	Teacher	Elected
Tomeka Lightfoot	1300 West King Street Quincy, FL 32351	627-3587	F	B	Teacher	Elected
Tawanda Scott	1625 Rustling Pines Blvd. Midway, FL 32343	320-4149	F	B	Teacher	Elected
Melinda Tindall	2065 Gay Ave. Sneads, FL 32460	209-6454	F	W	Teacher	Elected
Hilary Dennis	4377 Cool emerald Dr. Tallahassee, FL 32303	567-2500	M	B	Teacher	Elected
Tonjii Wiggins McGriff	96 Red Bird Road Quincy, FL 32352	545-4408	F	B	Parent	Elected
Linda Oliver	59 Pine Tree Lane Quincy, FL 32351	544-2839	F	B	Parent	Elected
Donna Cannon	225 Serenity Lane Quincy, FL 32351	728-9477	F	B	Parent	Elected
Jennifer McGhee	73 Hudson Blvd Quincy, FL 32351	591-7873	F	B	Parent	Elected
Sharana Maddox	534 Dusty House Road Quincy, FL 32351	694-8855	F	B	Parent	Elected
Barbara McCall	167 McCall Lane Quincy, FL 32351	627-8760	F	B	Parent	Elected
Chotsani Rogers	209 McCall Lane Quincy, FL 32351	875-4154	F	B	Parent	Elected
Montell Reed	P.O. Box 813 Gretna, FL 32332	856-5394	M	B	Parent	Elected

School Advisory Council Meeting Minutes

September 9, 2015

James A. Shanks Middle School

The meeting was called to order by the principal, Mrs. Juanita B. Ellis. She welcomed everyone to the meeting and shared the agenda for the meeting with participants. It was explained to the parents how important it was for them to become involved in their school and assist the school with making decisions as it relates to over-all school improvement.

New Business:

Parents were provided a draft copy of the Parent Involvement Plan, School Improvement Plan and Student-Parent-Teacher Compact and asked to provide input on each of the documents. The school was waiting on data in math and reading to be released by the State in order to finalize the SIP; however, tentative goals were set based on data from school and district assessments from the previous year.

An additional meeting was scheduled for Sept. 22, 2015 to finalize our plans and elect officers for the council. The principal informed parents that the chairperson and vice chair of the SAC is to serve a 1 year term. The secretary will serve a 2 year term and be responsible for taking notes during meetings. In addition we will elect a parliamentarian who is expected to serve a 1 year term.

Parents were informed that SAC meetings are scheduled with the parents in mind. We take into consideration those parents who are working outside the county and need to have meetings set around 6:00 p.m. to give them time to make it back to Quincy. They were also informed of the various ways information will be shared for upcoming meetings: Skylert, school website, backpack notices and phone calls. Members were asked to let us know which method worked best for them.

Announcements:

Progress reports are scheduled to go out to parents on September 11. Parents were encouraged to set up conferences with teachers to discuss their child's progress and any concerns they may have at this time. The principal informed parents that the school year had gotten off to a great start and that we need their continued support in helping us to work with their children.

This year, Shanks is setting a reading goal for our students to read 1,000,000 books to improve literacy skills. All Language Arts teachers have assigned students a novel to read outside of class. Parents are asked to encourage students to read every day for at least 30 minutes once they get home.

Parents were given the opportunity to ask questions or voice concerns. No one indicated that they had any questions at the time.

Meeting adjourned at 7:00 p.m.

**Gadsden County
School Advisory Council Membership Roster**

School Year 2015-2016

School Havana Magnet School

Telephone # 850.662.2750

Principal's Signature



Date 9/14/15

SAC Chairperson's Signature



Date 14 Sep + 15

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Delshuana Jackson	3056 Bidhurst Court Tallahassee, FL 32317	850-510-7547	F	B	Principal	Appointed
Melissa McGriff	55 Bell Street Havana, FL 32333	850-519-4743	F	B	Chairperson PARENT	Elected
Ashley Griffin	410 Tallavana Trail Havana, FL 32333	850-539-3435	F	W	Vice Chairperson PARENT	Elected
Karen Holton-Hall	318 Wayne Gregory Road Havana, FL 32333	850-510-8680	F	B	Secretary PARENT	Elected
Kimberly Sailor	166 Tobacco Road Havana, FL 32333	850-210-2358	F	B	Parliamentarian PARENT	Elected
Laura Reynolds	83 Ash Bow Trail Havana, FL 32333	850-405-0574	F	W	Member PARENT	Elected
Tynease Showers	P.O. Box 501 Havana, FL32333	850-539-5736	F	B	Member COMMUNITY	Elected
Angela Hayes	911 S.E. 1 st Street Havana, FL 32333	850-868-0161	F	B	Member PARENT	Elected
Bishop Jerome Showers	P.O. Box 501 Havana, FL 32333	850-539-5736	M	B	Member COMMUNITY	Elected
Fert Richardson	P.O. Box 238 Havana, FL 32333	850-544-9898	M	B	Member COMMUNITY	Elected
Tonya Green	65 Monroe Creek Drive Midway, FL 32343	850-228-0847	F	B	Member PARENT	Elected
Monica Murphy	270 Anderson Avenue Havana, FL 32333	850-322-1537	F	B	Member PARENT	Elected
Terri Owens	329 Strange Farm Road Havana, FL 32333	850-264-3301	F	W	Member PARENT	Elected
Edny Thomas	94 Pinebark Trail Midway, FL 32343	850-590-2132	F	O	Member PARENT	Elected
Adelid Escamilla	6577 Havana Highway Havana, FL 32333	850-364-4047	F	H	Member PARENT	Elected
Antonio Vasquez	63 Oak Road Havana, FL 32333	850-570-6014	M	H	Member PARENT	Elected
Tanisha Miller	182 Carver Avenue Havana, FL 32333	850-264-1752	F	W	Member PARENT	Elected
Jessica Rivas	65 Cedar Court Midway, FL 32343	850-694-4025	F	H	Member PARENT	Elected
Eddie Allen	2772 Mount Pleasant Road Quincy, FL 32352	850-856-5553	M	B	Member PARENT	Elected

Havana Magnet School

Title I Parent Meeting | MINUTES

September 9, 2015

Start time: 5:45 pm End: 6:38 pm

Meeting location: *HMS Multipurpose Room*

Meeting called by	Sherrie Taylor
Facilitator	Sherrie Taylor
Note taker	Ms. Kameelah Weeks

WELCOME

- Principal Jackson welcomed everyone to Havana Magnet School. She then proceeded to introduce all faculty and staff members that were present.
- She announced that a representative from Music Masters would be in the HMS Music Suite and encouraged parents to stop by in order to participate in musical instrument rentals.
- Principal Jackson introduced Ms. Sherrie Taylor, the facilitator of the meeting.

NEW BUSINESS

WHAT DOES TITLE I MEAN?

- Ms. Taylor introduced herself and then acknowledged School Board Chairwoman Audrey Lewis.
- Ms. Lewis spoke of her commitment to the students of Gadsden County and especially to the communities of District 1. She continued by encouraging parents to be active and supportive members in the academic lives of their children. She then had all parents to take the Different Levels of Parental Involvement (DLOPI) Pledge.
- Ms. Taylor began her presentation. She informed the audience of what Title I is and what this means for the school and the impact that it has on students and funding.
- After discussing the slide that referred to the School Advisory Council (SAC) she began the process nomination and election process of SAC officers.
- Marvin Simmons moved that the floor be opened for nominations.
- Sherrie Taylor opened the floor for the nomination of the position of chairperson.
- Ashley Griffin nominated Melissa McGriff for the position of Chairperson. Kameelah Weeks nominated Fert Richardson for the position of Chairperson. After a tally of the votes from audience members by Sherrie Taylor it was determined that Melissa McGriff was elected as Chairperson.
- Sherrie Taylor opened the floor for the position of Vice Chairperson. Melissa McGriff nominated Ashley Griffin. After a tally of the votes was taken by Sherrie Taylor it was determined that Ashley Griffin was elected and the Vice Chairperson.
- The floor was opened for the position of secretary. Angela Hayes nominated Karen Holton-Hall. Based upon the votes it was determined that Karen Holton-Hall had been elected as the secretary.

Gadsden County
School Advisory Council Membership Roster

School Year 2015-2016

School: Stewart Street Elementary School

Telephone #: (850) 627-3145

Principal's Signature: *Lisa Robinson*

Date: 9/9/15

SAC Chairperson's Signature: *Priscilla Green*

Date: 9/9/15

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
LISA ROBINSON	749 S. STEWART ST., QUINCY, FL 32351	627-3145	F	B	PRINCIPAL	APPOINTED
PRISCILLA GREEN	573 HINES ROAD, QUINCY, FL 32352	559-0821	F	B	SAC CHAIR	ELECTED
MICHELLE HOGUE	20 HOGUE LANDING LANE, QUINCY, FL 32351	570-2363	F	B	VICE SAC CHAIR	ELECTED
LINDSEY COOPER	130 COOPER BLVD., QUINCY, FL 32351	363-5884	F	B	SECRETARY	ELECTED
GWEN SMITH	4556 HIGHBRIDGE RD., QUINCY, FL 32351	445-7687	F	B	PARLIAMENTARIAN	ELECTED
BRITTANY TOOMBS	410 MLK JR. BLVD., QUINCY, FL 32351	597-4169	F	B	PARENT	ELECTED
BARBARA SCONIERS	427 S. STEWART STREET, APT. 42, QUINCY, FL 32351	875-4993	F	B	PARENT	ELECTED
ANGELA GOLDWIRE	238 SANDPINE CIRCLE, MIDWAY, FL 32343	274-0235	F	B	PARENT	ELECTED
EVELYN LEE	462 REYNOLDS RD., QUINCY, FL 32351	875-2408	F	B	PARENT	ELECTED
RUTH SOLIS	740 SOUTH LOVE ST., QUINCY, FL 32351	879-1753	F	H	PARENT	ELECTED
JUVENTINO ZUNIGA	611 E. BETLINET DR., QUINCY, FL 32351	363-5463	M	H	PARENT	ELECTED
JAISSY BILLINS	1029 W. CLARK ST., QUINCY, FL 32351	875-3529	F	B	PARENT	ELECTED
SHONDA PRUITT	749 S STEWART ST, QUINCY, FL 32351	627-3145	F	B	TEACHER	ELECTED
KIMI GREEN	749 S STEWART ST., QUINCY, FL 32351	627-3145	F	B	TEACHER	ELECTED
CHRISTOPHER GERMANY	749 S STEWART ST., QUINCY, FL 32351	627-3145	M	B	TEACHER	ELECTED
SHAKILLA GORDON	749 S STEWART ST., QUINCY, FL 32351	627-3145	F	B	TEACHER	ELECTED
KAREN TOUSSAINT	749 S STEWART ST., QUINCY, FL 32351	627-3145	F	W	TEACHER	ELECTED

Stewart Street Elementary SACS/PARENT MEETING

The SACS and Title I parent meeting was held on Tuesday, September 8, 2015 at 5:30 p.m. in the school's media center. Mrs. Curlie Harris, called the meeting to order and welcomed those who were in attendance. Members of the leadership team, Shonda Pruitt, Karen Toussaint, Kimi Green, Gracie Powell-Jones, Tiffany Thompson, Christopher Germany, and Shakilla Gordon assisted with distributing literature that was prepared for parents. Mr. Chadwick Carlisle and Mrs. Dorothy Wood were present to represent Gadsden County Schools Parent Services. Mr. Carlisle shared with parents information regarding Title I, District and School-wide Parental Involvement Plans, developing a School Advisory Council and important testing dates as emphasized on the PowerPoint. Ms. Pruitt discussed the proposed Parent-Teacher-Student Compact and asked input of suggestions. Also, members of the 2015-2016 School Advisory Committee were elected. Those members include: President: Ms. Pricilla Green; Vice-President: Ms. Michelle Hogue; Secretary: Ms. Lindsey Cooper; and Parliamentarian: Mrs. Gwenivere Smith. The Seven Members At Large are: Ms. Brittany Toombs; Mrs. Barbara Sconiers; Mrs. Angela Goldwire; Mrs. Evelyn Lee; Mrs. Ruth Solis; Mr. Joventino Zuniga; Ms. Jaisy Billings. Before the close of the meeting, parents completed Title I Parent Surveys; the floor was opened for questions and concerns; and remarks were done by Mrs. Harris. The meeting was adjourned; refreshments were served.

GADSDEN COUNTY
EAST GADSDEN HIGH SCHOOL
SCHOOL ADVISORY COUNCIL MEMBERSHIP ROSTER

School Year 2015 - 2016

School East Gadsden High School Telephone # (850) 662-2300

Principal's Signature *Sonya K Jackson* Date 9/10/15

SAC Chairperson's Signature *Angela J Burgess* Date 9/10/15

NAME	ADDRESS	PHONE #	SEX	RACE	POSITION	METHOD OF SELECTION*
Jackson, Sonya	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Principal	Appointed
Billins, Jaisy	419 Thomas Street Quincy, Florida 32351	524-7666	F	B	Parent	Election
Bonds, LaTisha	23519 Blue Star Highway Quincy, Florida 32351	743-8167	F	B	Parent	Election
Brown, Angela	908 West Washington Street Quincy, Florida 32351	363-3698	B	F	Parent	Election
Burgess, Angela	P. O. Box 23 Quincy, Florida 32353	363-1034	F	B	Chair-Community	Election
Burns, Princess	1260 Dodgers Ball Park Road Quincy, Florida 32352	627-4430	F	B	Parent	Election
Cooper, Kimberly	27001 Blue Star Memorial Hwy Havana, Florida 32333	591-0646	F	B	Parent	Election
Daniels, Te'Ambranique	405 Strong Road Apt #122B Quincy, Florida 32351	590-2881	F	B	Student	Election
Esquivel, Lucia	315 North Key Street Quincy, Florida 32351	875-3806	F	L	District Representative	Election
Fields, Delores	151 Wesley Walker Road Quincy, Florida 32352	743-8407	F	B	Parent	Election
Finch, Lacshauna	85 Sumpter Ridge Drive Quincy, Florida	284-4914	F	B	Parent	Election
Finch, Jerrica	85 Sumpter Ridge Drive Quincy, Florida	212-4898	F	B	Student	Election
Flowers, Rev. Charles	799 Friday Road Quincy, Florida 32352	766-2883	M	B	Faith-based	Election
Forehand, Gwendolyn	318 Dusty House Road Quincy, Florida 32352	567-1519	F	B	Parent	Election
Franklin, Onyx	853 Sally Brown Rd. Quincy, Florida 32351	294-0188	F	B	Student	Election
Gainous, Al'Kendrea	627 William Street Gretna, Florida 32332	688-8619	F	B	Student	Election
Garcia, Beverly	1333 E Jefferson Street Lot #5 Quincy, Florida 32351	590-3554	F	L	Parent	Election
Harden, Victoria	405 Strong Rd. Quincy, Florida 32351	524-6601	F	B	Student	Election
Henry, Cynthia	33870 Blue Star Highway Midway, Florida	228-5327	F	B	Parent	Election
Henson, Edna	252 Christian Loop Havana, Florida 32333	539-5480	B	F	Counselor	Election
McCray, Ahyanni	4643 High Bridge Rd. Quincy, Florida 32351	363-9659	F	B	Student	Election
Nesmith, Kimblin	P. O. Box 1515 Quincy, Florida 32353	545-5597	M	B	Staff	Election
Perkins, LaKysha	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Parent	Election

					East Gadsden	Page Two
					2015-16	
Porter, LaTasha Dilworth	337 Spring Meadows Road Quincy, Florida 32351	510-6862	F	B	Parent	Election
Rayam, Candance	27001 Blue Star Memorial Hwy Havana, Florida 32333	841-0982	F	B	Teacher	Election
Robinson, Calvin Rev.	204 Loblolly Circle Midway, Florida 32343	544-0323	M	B	Faith-based	Election
Robinson, Kayola	64 North Cleveland Street #2212 Quincy, Florida 32351	597-3775	F	B	Parent	Election
Saenz, Debbie	2490 Fantana Trail Quincy, Florida 32351	627-3642	F	W	Parent	Election
Sailor, David	P. O. Box 363 Gretna, Florida 32332	567-1519	M	B	Parent	Election
Sapp, Emanuel	821 2 nd Street Quincy, Florida 32351	627-8897	M	B	Vice-Chair Business Community	Election
Saucier, Mary	1177 Hutchinson Ferry Road Quincy, Florida 32351	875-2695	F	W	Parent	Election
Saunders, Byron	200 Brunson Road Quincy, Florida 32351	875-2064	M	W	Parent	Election
Sherman, Tammy	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Stevens, Tammy	3604 Bainbridge Highway Quincy, Florida 32352	363-9353	F	B	Parent	Election
Tenyillo, Eddie	247 Havana Highway Havana, Florida	210-3802	M	L	Parent	Election
Thomas, Rosa	6568 Fairbanks Ferry Road Quincy, Florida 32351	566-2053	F	B	Parent	Election
Tillman, Montoya	314 West Franklin Street Quincy, Florida 32351	544-4378	F	B	Parent	Election
Tribue, Rosemary	628 South 9 th Street Quincy, Florida 32351	875-2953	F	B	Secretary/ Community	Election
Wilson, Dorothy	86 Shiloh Road Quincy, Florida 32351	408-2405	F	B	Parent	Election

EAST GADSDEN HIGH SCHOOL
SCHOOL ADVISORY COUNCIL (SAC)
SEPTEMBER 3, 2014
MEDIA CENTER
6:00PM

ATTENDANCE:

Mrs. Kimberly Cooper
Mrs. Gwendolyn Forehand
Rev. Charles Flowers
Mrs. Pamela Jones

Dr. Kimblin Nesmith
Mr. Emanuel Sapp
Ms. Edna Henson
Ms. Sonya Jackson
Mrs. Angela Burgess

The East Gadsden High School Advisory Council Meeting was called to order by Mrs. Burgess, Chairperson at 6:00 P.M. Agendas were passed out to all individuals that were present. Introductions were given by all in attendance. Motion to adopt the agenda were made by Rev. Charles Flowers, seconded by Ms. Gwendolyn Forehand, and adopted by East Gadsden High School Advisory Council (EGHS SAC).

Mrs. Burgess welcomed Principal Jackson and informed EGHS SAC about the purpose and order of the day for September's meeting in which included: EGHS SAC Roster Approval and Submission; Technology Update; EGHS Bylaw Review and Adoption; School Improvement Plan Review and Modifications; SAC Training Date/Election of Officers, Fundraiser – School-wide – Partners in Prevention/JuveBrew, Principal Administrator Update.

Action Items:

EGHS SAC Roster – Mrs. Burgess shared the process for developing the EGHS SAC Roster. Copy of Roster was circulated for approval/submission with identified officers and membership position. Motion was made by Mr. Emanuel Sapp, Seconded by Rev. Charles Flowers, and adopted by the East Gadsden High School Advisory Council.

EGHS School Improvement Plan – 2014-15 EGHS SIP plan is available on the school's website. Modification to the school improvement plan in progress and a deadline for the 2015-16 plan will be provided in the very near future. Copies of the plan will be available at the October meeting. Please review the plan and forward all suggested actions to Ms. Francis and the hard copy to the October meeting

EGHS Technology Plan – The 2014-15 Technology Plan is also available on the school's website and our 2015-16 needs to be proactively included in the plan. The deadline for submission will be provided by the district soon. Security for lab was discussed as well as Ear Bud needs and maintaining sanitation of the ear buds. Additional Ear Buds and Sanitation resource will be obtained from the district.

EGHS SAC Bylaw Review and Adoption - Chairperson Burgess gave an overview regarding the bylaws and highlighted that the bylaws state the majority of members present as it related to voting. Ms. Burgess also reiterated the makeup of EGHS SAC, requirements and do's and don'ts.

SAC Training Date/Election of Officers – October 19, 2015, 6:00pm in the media center.

Mrs. Burgess informed EGHS SAC regarding our present financial status and the need for proactive fundraising. Flyers were disseminated. Rev. Charles Flowers made the motion to allow Mr. Sapp, Ms. Jackson, and Mrs. Burgess to be able to execute the approved actions of EGHS SAC as needed for the completion of EGHS SAC School-based activities. Mrs. Burgess will follow up with the Ms. Kim Feree at the district office and Ms. Elias. EGHS Office Manager regarding EGHS SAC funds that were to be transferred earlier in the year to EGHS school-based general account in which we have not received as of yet. The dollars are needed to complete EGHS SAC approved school based initiatives. Mrs. Burgess further stated that individuals are to be made clear regarding the purchasing process and obtaining the principal's and Ms. Elias, Office Manager's approval and signature prior to any fiscal obligation.

East Gadsden High School
School Advisory Council
September 3, 2015
6:00PM
Page Two

EGHS SAC Updates:

- Certify Labs for testing on computers, environment of re-takes continues/Technology Plan identifies need.
- ACT/SAT Prep/Waivers discussion
- School Grade and 2015-16 requirements
- East Gadsden High School Advisory Council will schedule to meet with the Deputy Superintendent and Ms. Rose Raynak with Title I regarding Technology and the school improvement needs. Mr. Sapp will follow-up on the technology and security improvements.

Principal Updates – Chemistry, Spanish, and Music Vacant Positions, testing updates – ACT September 12th, October 2015, Brighter Future, Academic Advocates. Norm Testing Students receive 50.00 Gift Cards and \$15.00 will go to the school. Waivers are for 10th – 12th Graders only. Students receive 2 waivers for ACT and 2 Waivers for SAT. Proactive waivers were discussed. Testing cost was discussed.

Athletic Department = Football Pads, etc.

Mrs. Burgess asked Dr. Kimblin Nesmith about the challenges and the needs of the program – Cadets are enrolled during the 5th 6th & 7th periods. A Full time Instructor and the development of a 9th Grade Academy is envisioned. Ms. Jackson and Dr. Nesmith are working on the challenges and the future developments of the program

Next meeting date will be held on October 19, 2015.

Adjournment – The motion for adjournment was made by Mr. Emanuel Sapp, and seconded by Rev. Charles Flowers.

The meeting was adjourned at 7:30pm.

Angela J. Burgess 9/10/15 Chairperson

EGHS TITLE I PARENT MEETING MINUTES

Title I Parent Meeting		
9.9.2015	6:00 pm	East Gadsden High School
Meeting called by	Mrs. Sonya Jackson (Principal)	
Purpose of meeting	To inform parents of the school's Title I status and how that affect them as parents or guardians of students who attend the school.	
Facilitator	Mrs. Pamela Jones (Assistant Principal)	
Note taker	Mrs. Rolanda Jackson	
Timekeeper	Mrs. Lakaysha Perkins	
Attendees	Colleen McHugh, Bernadette McLaurin, Natasha Williams, Mary Conyers, Kimberly Cooper, Latasha Dilworth-Porter, Sonya Jackson, Rolanda Jackson, Lola Thompkins, Gwendolyn Forehand, Natalie Rosier, Jaisy Billins, Calvin Robinson, Irene Elias, Myrna Portillo, Angela Burgess, Shana Conyers, Keyanna McMillan, Lashanna Clark, Carolyn Francis, Lakaysha Perkins, Pamela Jones	
All About Title I		
15 minutes	Pamela Jones	
Discussion	<p>Parents were given information on the federal assistance program Title I. They were told how the program was intended to provide a quality education for all students and that it serves millions of students across the country. The facilitator broke down the distribution of funds from nation to district distribution.</p> <p>She also discussed the rights of parents of children in Title I schools. They can request to be involved in meetings, their child's achievement level on assessments, and information on the teacher's qualification status.</p> <p>The School Advisory Committee (SAC) was discussed. The make-up of the committee, the purpose of it, and the number of meetings per year were discussed. SACs Meetings could be held at flexible times to maximize participation. School to home communication was also a topic.</p>	
Measuring Students Success		
15 minutes	Pamela Jones	
Discussions	<p>The Florida Standards Assessments (FSA) were broken down by administrations. Each month students will take a state and/or district assessment. The goal of the Gadsden County School Board is for every child to perform at a proficiency level in the areas of Reading, Writing, Math, and Science by the year of 2019.</p> <p>Parents were told that they can also track their child's performance through Progress Reports, Report Cards, and with the Skyward Portal. They were also asked to fill out the Parent-Student-Teacher Compact.</p> <p>Parent asked about courses that do not have teachers yet. Mrs. Sonya Jackson informed them that we are working on a plan to possibly get those students on an online class if we are not successful in finding a teacher.</p> <p>Florida wants all students to be college and career ready. In order to do that, clear goals and policies must be established to provide rigor in the classroom so that our students can reach this mark.</p>	
Support Your Child's Education		
5 minutes	Pamela Jones	
Discussion	<p>The school grade was discussed. EGHS was a "C" in 2013-14 and a "D" in 2014-15. The school is working hard to maintain a grade that is indicative of teaching and learning.</p> <p>Parents were asked to support their child's learning various academic activities to demonstrate their involvement in education.</p>	

Gadsden County
School Advisory Council Membership Roster

School Year 2015-2016

School: Crossroad Academy Charter School

Telephone #: 850-875-9626

Principal's Signature: 

Date: 9/7/15

SAC Chairperson's Signature: 

Date: 9/4/15

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Rahman Stewart	85 Loblolly LN Midway, FL 32343	850-631-0034	M	B	Chair Parent	Elected
Daniel Wells	901 Arlington Circle Quincy, FL 32351	850-627-2643	F	B	V. Chair Community Member	Elected
Monica Proctor	601 N. Adams St. Quincy, FL 32351	850-339-1668	F	B	Secretary Community Member	Elected
Kerwyn Wilson	433 Canopy Lane Quincy, FL 32351	850-459-6410	F	B	Treasurer Parent	Elected
Geraldine Harrison	115 Jim Williams Road Quincy, FL 32351	850-627-2260	F	B	Community Member	Elected
Cadedra Hodge	1290 Rustling Pines Blvd. Midway, FL 32343	850-210-4862	F	B	Community Member	Elected
LaTisha Figgers	716 Point Milligan Rd Quincy, FL	850-546-0526	F	B	Parent	Elected
Farrah Rivers	376 St. Hebron Rd. Quincy, FL 32352	850-574-4582	F	B	Parent	Elected
Letitia McClellan	90 DJ Lane Quincy, FL 32351	850-627-9532	F	B	Parent	Elected
Ferneshea-Gainous- Alston	386 Liberty Road Quincy, FL 32351	850-267-2731	F	B	Parent	Elected
Shaun Frison	624 3 rd St. Quincy, FL 32351	850-728-6214	M	B	Parent	Elected
Jennifer Albert	470 Strong Road Quincy, FL 32351	850-875-9626	F	B	Support Staff	Elected
Ashley Oliver	470 Strong Road Quincy, FL 32351	850-875-9626	F	W	Teacher	Elected
Lyndon Dallas	470 Strong Road Quincy, FL 32351	850-875-9626	M	B	Teacher	Elected
Kevin E. Forehand	470 Strong Road Quincy, FL 32351	850-875-9626	M	B	Principal	Appointed



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

School Advisory Council Meeting Minutes

8/27/2015 6:00-6:30pm

The principal Kevin E. Forehand, called the meeting to order at 6:00pm. He noted that the School Advisory Council is comprised of the Crossroad Academy Charter School governing board committee members as well as parents, teachers, and students. The members of the governing board were previously elected in accordance with the Florida Statutes and organization bylaws. The teachers and staff elected the teacher and staff representatives. Principal Forehand noted this meeting is held to elect the parent representatives, which encompass the majority of the committee. The membership is voluntary, not paid positions. The floor became open for nominations and the following persons were nominated: Shaun Frison, Sr., Farrah Roberts, Leticia McClellan, Latish Figgers, and Ferneshea-Gainous-Alston. There were no objections to the nominees and they were dually elected to the school advisory council. The election was adjourned at 6:30pm.

Signed:

Rahmon Stewart, Chair

Monica Proctor, Secretary

Kevin E. Forehand, Principal

"At Crossroad Academy, We take the Business of Education, Seriously!"

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10d

DATE OF SCHOOL BOARD MEETING: September 22, 2015

TITLE OF AGENDA ITEM: District Digital Classroom Plan

DIVISION: Academic Services and Technology Department

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

PURPOSE AND SUMMARY OF ITEM:

Board approval is requested to receive the Florida Education Finance Program (FEFP) allocation for the Digital Classroom Plan Allocation of \$332,668 to provide professional development and support digital learning activities as required by s.1011.62(12)(b), F.S.

FUND SOURCE:

AMOUNT: \$0

PREPARED BY: Sheantika B. Wiggins

POSITION: Technology Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

R. W. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10e

DATE OF SCHOOL BOARD MEETING: September 22, 2015

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

DIVISION: K-12 Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

This request asks the School Board to approve the Gadsden K-12 Comprehensive Reading Plan effective for the 2015-2016 school term. The total funds provided through the Florida Education Finance Program (FEFP) is \$335,949 and should be utilized specifically for "reading". Legislative action ensures that reading is funded annually as a part of the public school funding formula. Funds have been prioritized to meet the needs of the low-performing schools.

FUND SOURCE: FEFP

AMOUNT: \$335,949

PREPARED BY: Dionne Mathews-Nelloms *DMN*

POSITION: Supervisor of Curriculum & Instruction

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

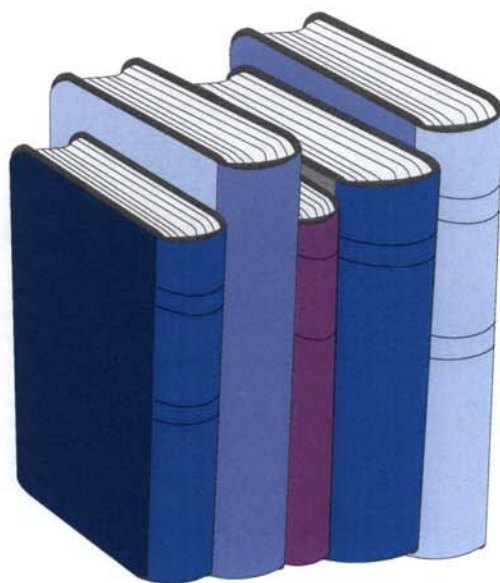
_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2015 SEP - 2 AM 11: 29
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

Gadsden County School District
K-12 Comprehensive Reading Plan
2015 - 2016



Reginald C. James, Superintendent

District: Gadsden
Leadership: District Level
Contact Information

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

•District Name:	GADSDEN
•District Contact:	Dionne Mathews Nelloms
•Contact Address:	35 Martin Luther King, Jr., Blvd. Quincy, FL 32351
•Contact E-mail:	matthews-nellomsd@gcpsmail.com
•Contact Telephone:	850-627-9651
•Contact Fax:	850-627-3530

Many of the school buildings within a district look the same, but the needs of teachers and students within those buildings are diverse. District-level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' level of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1 What are your measurable district goals for student achievement in reading/English language arts for the 2015-16 school year?

American Indian:

Asian:

Black/African American:

Hispanic:

White:

Economically Disadvantaged:

English Language Learners:

Students with Disabilities:

The following are the district's measurable goals for student achievement in reading/English language arts for each subgroup for the 2015/16 school year. The list below shows the percentage of students that will score at or above the proficiency level:

American Indians: N/A

Asians: 80%

Black/African American: 56%

Hispanic: 59%

Economically Disadvantaged: 57%

English Language Learners: 49%

Students with Disabilities: 57%

-
- 2 How will the district assure (a) systematic and explicit instruction, based on data and (b) use of text-based vocabulary and comprehension instruction, with an emphasis on complex text?

Gadsden County will assure (a) systematic and explicit instruction, based on data, and (b) use of text-based vocabulary and comprehension instruction, with an emphasis on complex text by conducting Instructional Audits at all of the school sites. Each audit will provide a quick

snapshot of which schools are on track and which are in need of support. Based on data collected from the audits during the first couple months, district staff will create a differentiated monitoring plan to provide additional support to schools with the greatest needs. Schools with the least documented needs will be monitored on a quarterly or semester basis.

Ongoing data chats will occur regularly to review student performance data (Performance Matters) and instructional lesson plans to ensure that instruction is aligned with data and complex text is evident. Instructional leaders will consistently engage in daily walk-throughs to ensure that teachers are using complex text as they provide systematic and explicit instruction, text-based vocabulary, and comprehension instructional strategies embedded in their daily delivery.

Weekly grade group meetings with the instructional leaders will support teachers as they prepare lessons for upcoming classes. Teachers will be encouraged to bring in complex text / CIS units to share with peers and activities to support the text. Targeted professional development is on-going. Training will be provided by school-based coaches and district and/or Education Transformation Operations (ETO) program reading specialists.

The district will continue to provide Next Generation Content Area Reading Professional Development (NGCAR-PD) to teachers until all content area and CTE teachers have had the course. Teachers that have completed the course will be encouraged to become lead teachers and model classrooms in their content area.

-
- 3 In addition to using texts from core, supplemental, and intervention programs, how will the district assure that schools increase the amount and variety of increasingly complex texts, and use multiple texts pertaining to a single topic, which may include various accounts of a subject told in different mediums, as part of instruction that focuses on complex vocabulary and comprehension tasks?

Gadsden assures that schools increase the amount and varieties of increasingly complex text used to teach comprehension tasks - in addition to the CCRP, SIRP, and CIRP, the Comprehension Instructional Sequence (CIS) lessons will be integrated within each content area classroom. Each school will create a curriculum map indicating which content area class (Science, Math, and Social Studies) will teach a CIS lesson. By using this strategy, teachers will have the opportunity to use multiple texts in different mediums. This will allow teachers to also focus on complex vocabulary and various comprehension tasks.

Instructional leaders will provide the support needed for teachers to be successful by meeting with content area teachers to select and plan CIS lessons based on data and students' interest. During Professional Learning Communities (PLCs) and/or Lesson Study, teachers will interact with the text prior to delivering the information in the classroom. After delivery, teachers will meet together to debrief and discuss ways to improve before the delivery of the next lesson. Coaches will maintain a log of all meetings.

District personnel will conduct announced and unannounced visits to observe classrooms and attend PLCs and/or Lesson Study. An audit of each coach's coaching binder will occur monthly or as needed based on the progress of the school.

- 4 How will students analyze media including the various mediums: print media, still photography, radio/audio, television/film and the internet in reading and content area subject areas?

Journeys and Collections, which are our core reading programs, have media and literacy activities integrated in many of the weekly lessons. Since this is a relatively new idea, reading coaches will scaffold teachers as they teach various strategies needed for student to analyze media literacy successfully. Teachers will be expected to integrate a variety of mediums available within their core program as part of their daily instruction.

At the secondary level in the core reading program, there are 12 digital collections. The digital resources in Collections are designed to support students in grappling with complex text and formulating interpretations from text evidence. Students will have ample opportunities to analyze and evaluate real websites, engage in digital collaboration, conduct web research and critique student discussion. For each anchor text, students can access modeled conversation in which readers analyze and annotate key passages. At the end of each collection, students will have the opportunity to prepare and present a performance task using various mediums. The media lessons in Collections prompt students to read news reports, literary adaptations, ads, and websites as complex text. Collections Performance tasks requires students to develop a variety of writing and speaking products, working through the process of planning, producing, revising, and presenting for each task.

The media specialist along with the Reading Leadership Team will also work with teachers on selecting media literacy of various mediums to integrate within a unit of study in their content area.

Comment:

How will students analyze data at the secondary level?

-
- 5 How will the district facilitate improvement in the intensity of interventions (for students both with and without disabilities who are not responsive to instruction) in schools that are not making academic improvements as determined by student performance data and confirmed by administrative observations?

Elementary:

Secondary:

Elementary / Secondary:

The district will facilitate improvement in elementary and secondary schools that are not making academic improvements as determined by instructional audits and student data by increasing the number of audits to the schools with feedback provided after each audit.

District personnel will also attend faculty meetings and/or grade group meetings for debriefing after an instructional audit, especially at the beginning of the school year. This team will review student performance data to determine the schools with the greatest needs.

The district or ETO Reading Specialists will provide professional development, coaching services and any additional support needed to intensify interventions. Schools will be encouraged to increase the amount of time for small group intervention time. If a program is not working based on progress monitoring data, a different program may be selected to intensify interventions.

If this does not facilitate improvement, the Supervisor for Curriculum and Instruction will consult with the superintendent and/or his designee regarding the performance of the school administrator(s) as the instructional leader(s) and as the facilitator(s) for implementing the Continuous Improvement Model (CIM) effectively and other programs deemed crucial to the improvement of the school. If schools are neither maintaining overall progress nor experiencing growth with their at-risk population, the Superintendent may assign new leadership at the school level with the School Board's approval to achieve improvement or to remove the school from the " school improvement status."

- 6 How will the district ensure that all classroom instruction is accessible to the full range of learners using Universal Design for Learning principles for effective instructional design (planning) and delivery (teaching)?

✓ The district will ensure that classroom instruction is accessible to the full spectrum of diverse learners through implementation of strategic planning that promotes intentional teaching. Research indicates that the quality of instruction is heightened when educators engage in on-going purposeful planning. Therefore, both district level and site-based instructional leaders will spearhead the collaborative planning process for all grade levels/content areas, during which teachers will be asked to utilize data as part of the instructional decision making process, infuse the six principals of Universal Design for Learning and methods of differentiation to meet every student's unique needs, and develop learning targets or SMART goals as a means of progress monitoring. This structured format for planning will result in intentional teaching, which will support the various learning modalities, interests, and/or abilities of the students. This process will be meticulously monitored and revised as needed based on both qualitative and quantitative data. Both announced and unannounced classroom visits will take place to ensure teachers are adhering to their plans and providing a diversity responsive learning environment.

- 7 Describe the alignment between the District's Special Programs and Procedures (SP&P) requirements pertaining to the implementation of State Board of Education Rule 6A-6.0331 General Education Intervention Procedures, Evaluation, Determination of Eligibility, Re-evaluation, and the Provision of Exceptional Student Education Services (F.A.C.) and the district's K-12 Comprehensive Research-Based Reading Plan to ensure that student response data drives all decision-making, including adjustments to interventions and whether to seek consent to conduct an evaluation to determine eligibility for special education and related services.

✓ The district will develop a plan for systematic implementation of the Response to Intervention and Multi-Tiers System of Support frameworks within the reading block and other major content areas. Students will be allocated leveled support including the general instruction (Tier One). Students showing minimal to no growth in Tier One instruction, will move into tiers two and three, during which various degrees of differentiation (modification of content, context, process, and/or product) and methods borrowed from the Universal by Design framework (conspicuous strategies, mediated scaffolding primed background knowledge, integration of concepts, and spiral of judicious review) will be utilized and assessment for effectiveness.

- 8 How and when will the district provide principals with the information contained in the K-12

Comprehensive Research-Based Reading Plan?

- ✓ The Supervisor of Curriculum and Instruction and the District Reading Specialist will facilitate a thorough review of the information contained in the K-12 Comprehensive Research-Based Reading Plan during the first three weeks of school.
-

- 9 If legislation for 2015-16 requires schools on the list of 300 lowest performing elementary schools to extend the school day, and the district has a school on the list, how will it be ensured that the additional hour of intensive reading instruction will meet the needs of their school's population?

- ✓ The district will ensure the provision of an additional hour of intensive reading instruction beyond the normal school day for the entire school year for students attending one of the 100 lowest-performing elementary schools based on the state reading assessment by requiring school leaders to utilize the District's Extended Day Reading Instruction Plan document developed by the Department of Education. This plan will require a schedule for the day inclusive of the one-hour after-school, plus resources/materials, and personnel needed. This plan will be submitted prior to the beginning of the school year by a deadline established by the Supervisor of Curriculum and Instruction. Implementation will be based on the availability of funds.
-

- 10 How will the district provide leadership and support in defining the role of the reading coach for school administrators, teachers and reading coaches?

Please create your District Data Driven Reading Coach Process Chart, detailing the way of work for administrators, teachers and reading coaches in your district. This chart will be uploaded through the online system. You will find a sample at [Appendix](#).

Please be sure to address the following: Florida Standards implementation (including access points for students with significant cognitive disabilities), text complexity and multi-strategy instructional approaches such as the comprehension instructional sequence.

For a reading coach to be effective, the role of the coach must be clear to school administration, teachers and the coach. The role of the coach is specified in 1011.62 (9) (c) 3 (F.S.), noting that highly qualified reading coaches specifically support teachers in making appropriate instructional decisions based on student data and in improving teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need.

- ✓ [Variable Chart](#) Last Uploaded:4/2/2015 3:30:52 PM
-

- 11.1 What is the total number of reading coaches (funded through any source) that served the district for the 2014-15 school year?

- ✓ The total number of full-time reading coaches (funded through any source) that served the district during the 2014-15 school year was five (5). The district also has one full-time District Reading Specialist and two ETO Reading Specialists.
-

11.2 How will the district and schools recruit and retain highly qualified reading teachers and reading coaches?

The School District of Gadsden County recognizes the need to recruit and retain highly qualified teachers and reading coaches. The district has an electronic Application Tracking System (ATS). Each principal is able to view applications from any computer that accesses the Internet. This ATS system speeds up the eligible candidate pool and screening process.

- ✓ The district conducts and attends Job Fairs in an effort to recruit highly trained teachers. All principals are required to attend. The district has also joined state efforts to recruit out of state teachers, coaches, and recent education graduates. In addition, the district provides a plethora of professional learning experiences to support new teachers and secure a commitment to the county.

12.1 How will the district determine allocation of reading coaches based on the needs of schools?

Gadsden determines the allocation of coaches based on, but not limited to, the following school needs: the school's grade from the state of Florida, deficiencies in personnel, resources, funding, student enrollment, etc. All coaching assignments/transfers are pre-approved by the Superintendent and School Board of Gadsden County.

12.2 What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2015-16 school year?

The total estimated number of school-based reading coaches (funded through any source) that will serve the district for the 2015-16 school year will be five (5). This number is subject to change based on funding availability. The District Reading Specialist will also work with all schools. The reading coaches will provide reading support and leadership to all teachers. They will model/demonstrate lessons and strategies for those teachers struggling to implement the core reading programs with fidelity. They will also provide professional development on how to interpret the data from reading assessments and how it relates to reading success.

- ✓ The district has an Education Transformation Office. This department has two Program Reading Specialists that will provide coaching services daily to various low-performing schools throughout the district. The District and ETO Reading Specialists will meet regularly with the reading coaches and/or lead teachers from all of the schools at least once per quarter. Additionally, the District and the ETO Reading Specialists will provide on-going support for reading and take a leadership role in implementing the district-wide reading initiatives and coordinating assessments for reading. They will be responsible for modeling and demonstrating lessons, best practices, and strategies to help improve student achievement in reading. This team will be responsible for providing data-driven training and other reading professional development activities. The District Reading Specialist will also provide coaching services to schools that do not have a full-time site-based reading coach and will work directly with the reading teachers and/or principal to provide additional coaching services to teachers on the school site.

District: Gadsden
Leadership: School Level

The School-Level Leadership Section is designed to drive changes in instruction at the school level. These changes should occur in conjunction with the School Improvement Plan at each school, which may be found at: <http://www.flsiponline.com>.

1 How are Reading Leadership Teams used to create capacity of reading knowledge within the school and focus on areas of literacy concern across the school?

Please consider focusing on the following:

Support for Text Complexity

- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons;
- Providing scaffolding to meet the unique needs of all students, including students with disabilities that does not pre-empt or replace text reading by students;
- Developing and asking text dependent questions from a range of question types;
- Emphasizing students supporting their answers based upon evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).

Gadsden principals serve as the catalyst (change agent) for implementing an effective Reading Leadership Team on each school site. The principal will identify members on the team by the end of the third week of school. The principal, assistant principal(s), media specialist, reading coach, and a minimum of one elementary teacher per grade level or one secondary teacher per grade level and/or content area will comprise the team. A need to create capacity of reading knowledge within the school along with identifying literacy concerns across the school is a major focus of the Reading Leadership Team. The principal and coach will play an integral role on the team. They are key in assuring that the team will meet regularly with a focus on text complexity, close reading, text-dependent questions, research, and writing to text. Monthly meetings with emphasis on the focus areas to improve Reading Comprehension will be documented on agendas.

Using the focus areas along with other items of interest, a needs assessment created by the district will be conducted at the beginning of the school year. This needs assessment data along with student data will provide a starting point for the team to create a calendar of activities for the school year. This calendar will guide trainings but schools will have the flexibility to change based on data and classroom walk-throughs. During quarterly Literacy PLC meetings, coaches and/or lead teachers will work together to organize professional development on text complexity, text based questioning, writing to text, etc. to use for support throughout the school year. This will provide some continuity in professional development within the district. Schools will also be encouraged to work together to support each other thus building capacity among critical stakeholders.

The Reading Leadership Team will maintain documentation (agendas, calendars, minutes, sign-in sheets, data, etc.) for all meetings / trainings in the reading coach's coaching binder. The Supervisor of Curriculum and Instruction, the District and ETO Reading Specialists will make announced and unannounced visits to view documentation and attend professional development /team meetings.

2 How does the reading coach provide professional learning opportunities for the following?

Elementary:

- All instructional staff;
- Reading intervention teachers;
- Guidance counselors, including the facilitation of reading intervention services; and
- Speech and language pathologists

Secondary:

- All instruction staff;
- Reading intervention teachers;
- Guidance counselors, including the facilitation of reading intervention services; and
- Speech and language pathologists

Elementary and Secondary:

Professional learning opportunities are crucial to the success of a school. To ensure learning opportunities occur at the school site, coaches will conduct a needs survey of all instructional staff, intensive reading teachers, guidance counselors, and student support service staff during preplanning to determine their needs, ranking the list from the greatest to the least needs. Using this data, the coach will outline a plan for Professional Learning for the year indicating a month for each need. This plan will be shared with the District Reading Specialist by October 1, 2015. Coaches will keep on file the following: a copy of the agenda, materials used, follow-up requirements and documentation of completion. Quarterly cadre meetings will provide time for collaboration and ensure consistency in delivery of content across the district. Principals will provide the necessary resources and will schedule time needed for professional learning.

3 How is this occurring in schools where no reading coach is available?

Schools without reading coaches are served by the District and/or the ETO Reading Specialists.

- ✓ They will assume the responsibility for executing professional learning, ongoing instructional support, and maintaining records and documentation.

4 All students should have regular access to grade-level appropriate texts, including students with disabilities (this also includes students who work on the access points). How are texts reviewed and selected for complexity? How are 'stretch texts' provided and appropriately used in all courses/grades, particularly in reading intervention?

All students will have access to appropriate text, including those with disabilities, through the use of two primary assessment methods. Firstly, the district has elected to utilize the i-Ready software as both a supplemental instructional program and progress monitoring mechanism. This tool is equipped with an adaptive diagnostic assessment that provides a customized evaluation of each learner's progression, specific needs, and areas of strength. A suggested reading list, which is generated by the program based on students' interests and Lexile reading levels, will be utilized as a guide for acquiring appropriate texts that align the learner's abilities. This provides all students with equal access to either the content/standards or essence of the standards as outlined by the accompanying access points. Secondly, teachers will be required to utilize assessments from the core curricula (Ex. fluency checks, comprehension screeners,

benchmark assessments, etc.) as they execute informed, data-based decision making regarding students' learning targets, appropriate methods for differentiation, and other next instructional steps.

✓ All students will be granted access to a myriad of texts through use of various means. Each classroom throughout Gadsden County is furnished with a library that includes novels, informational texts, leveled readers, and adapted literacy. These libraries will be made accessible to students at all times for independent reading, and will serve as an integral element of the small group and/or guided reading process. In addition, an assortment of mediums, multimedia, and assistive technology (i.e., visual texts, audio and e-books, braille, etc.) will be used to foster and build a culture of learning that is responsive to diversity and enrooted with inclusiveness.

Professional Development on the use of 'stretch texts' especially with intensive reading or NGCAR-PD teachers will be ongoing throughout the year in grade group meeting and/or PLCs. Teachers will be encouraged to go beyond the core and select text of varying complexity to integrate in the classroom so that students are sufficiently challenged but not frustrated. Teachers will provide the scaffold needed for all students to be successful as they read complex text.

Administrators and reading coaches will monitor lesson plans and conduct classroom walk-throughs to ensure that there is an increase in the use of complex text.

Comment:

How will appropriate texts be determined for students with disabilities and how will access be provided?

5 How will the principal ensure that vocabulary and comprehension instruction builds student capacity to successfully engage in close reading so that the amount of close reading instruction can increase across the school day?

✓ The principal will ensure that vocabulary and comprehension builds student capacity to successfully engage in close reading teaching the core programs which close reading is heavily embedded and by encouraging the use of exemplars to develop CIS lessons. Each lesson will be integrated within a unit of study that the teacher will teach. The CIS lesson is a complex form of multiple-strategy instruction that is delivered in three steps with integrated and sustained text-based discussions and writing used throughout the lesson. This strategy includes close reading / multiple readings of the same text which will facilitate deeper thinking. By using the core program and an exemplar for select lessons / themes, teachers will be able to successfully engage in close reading thus increasing the amount of instruction across the school day.

6 If Florida Statute requires schools on the list of 300 lowest-performing elementary schools to extend the school day, and the district has a school on the list, how will school-level leadership ensure that the additional hour of intensive reading instruction is provided?

For schools identified as one of the 100 lowest performing elementary schools, school level leadership will ensure that intensive reading instruction meets the characteristics outlined in Section 1011.62(1) through the use of research based programs (Kaleidoscope, Early

Interventions in Reading, Journeys Tool Kit, i-Ready/Ready Blended program, etc.) designed to enhance reading skills for all students. Intensive reading instruction will be provided to a student in any manner and at any time during or beyond the regular day. Based on data, students will be provided with the most effective and efficient interventions that support student progress from grade to grade.

The intensive reading instruction delivered to students will include: research-based reading instruction that has been proven to accelerate progress of students with a reading deficiency, differentiated instruction based on student assessment data to meet specific reading needs, and explicit and systematic reading development in the six components of reading. Students will also receive extensive opportunities for guided practice, error analysis and feedback, and an online instruction component daily using i-Ready. Multiple opportunities to read leveled social studies, science, and mathematics text, text discussion, and writing in response to reading will be integrated into weekly lessons.

District: Gadsden Professional Development

Professional development for all teachers, coaches and administrators must be provided to ensure that all district educators are grounded in the essential components of reading instruction. Providers of professional development (internal and external) must base training in reading instruction on scientifically-based reading research. Professional development options must be provided to address the following.

- Implementation of all instructional materials, all reading programs and strategies based on scientifically-based reading research, including early intervention, classroom reading materials and accelerated programs. Immediate intensive intervention (iii) should also be addressed.
- Instruction in the use of screening, diagnostic and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties.

Further, for professional development to be considered comprehensive, it must address the body of knowledge grounded in scientifically-based reading research and must be in alignment with the [National Staff Development Council Standards \(NSDCS\)](#) and [Florida's Professional Development System Evaluation Protocol](#).

In order to assure that each individual teacher has the level of intensity needed for professional growth based on student achievement data, **professional development must be individualized**. All teachers, paraprofessionals and substitutes and even mentors can benefit from differentiated professional development – providing more information for less experienced teachers and advanced activities for those who are at a mentor level. Ensure that all teacher populations are included in the professional development schedule, including those who serve students with disabilities and English Language Learners.

1 Provide the district professional development schedule for ALL reading professional development, including those funded through the FEFP and non-FEFP reading allocation, for the 2015-2016 school year through Chart A. This chart will be completed through the web-based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district. ALL reading endorsement professional development offerings should be described in Chart A and should reflect courses that are aligned with the 2011 Reading Endorsement. Please delete charts that reference old courses as they should no longer be offered. Address the reading endorsement professional development first in your charts. **To create and edit all professional development charts for Chart A, use the link provided within this section online. Please Indicate whether you are accepting a previously approved chart or creating/revising a new chart by clicking the appropriate radio button on**

[Chart A](#)

2 How will professional development provided to district supervisors by state agencies, vendors or other entities be delivered to school level personnel?

Professional Development: State agencies, vendors, or other entities will deliver Professional Learning to district-level supervisor as outlined in the district's Professional Development Plan,

which will be created collaboratively by an eclectic group of district leaders representing various departments (i.e., Students with Disabilities, Human Resources, Parent/Community Liaison, Curriculum and Instruction, etc.). The district's Professional Learning Plan has and will continue to serve as the master guide for all stakeholders. This plan includes PD calendars, goals and/or intended outcomes for the trainings, topics to be covered, and criterion for participation. Topics and audience will be selected based on a number of variables; however, the district's vision, major district and/or state initiatives, and student achievement data will drive the plan.

3 How will the district assure that administrators and reading/literacy coaches provide follow up on literacy professional development (e.g., Florida Standards/access points implementation, text complexity, comprehension instructional sequence, close reading, etc.)?

Gadsden's Literacy Professional Development Team, consisting of district office personnel and the two Reading Specialists from the Education Transformation Office (ETO), will assure that administrators and reading/literacy coaches and/or lead teachers will provide follow up on literacy professional development. This team will monitor literacy PD at the school sites. During the summer, the district team and school teams will attend Professional Development. This will provide coaches and/or lead teachers with the expertise necessary to support their school site. During the first nine weeks, coaches and reading specialists will work together to create an action plan. This plan will outline the professional development for the year along with suggested activities and materials. This will guide professional development at the school site but coaches will have the flexibility to differentiate the professional development based on classroom walk-throughs and student data. Documentation of all follow-up activities will be secured at each school site.

During quarterly cadre meetings, coaches and/or lead teachers will provide a synopsis of professional development delivered during the previous quarter and the outcome (i.e., visibility in classrooms) at the school site. In addition, the team will have the opportunity to collaborate with others across the district. The District and/or ETO Reading Specialists will co-facilitate trainings at the school level.

4 Does your district offer Next Generation Content Area Reading-Professional Development (NGCAR-PD) ?

It is the district's intention to start a new NGCAR-PD cohort consisting of secondary math, science, social studies, and CTE teachers. The District and the secondary ETO Reading Specialist will be responsible for this training. This training will continue throughout the school term.

5 How is your district building capacity through NGCAR-PD to provide reading intervention in content area classes for secondary students in need of reading intervention per sections 1003.4156 and 1003.4282, F.S.?

To build capacity, the Gadsden District trainers will collaborate with the Supervisor of Curriculum and Instruction to determine a start date for the next NGCAR-PD cohort. Previous NGCAR-PD participants will be encouraged to peer teach with newly selected teachers.

6 How will the district support implementation of NGCAR-PD?

The District and ETO Reading Specialists will spearhead the NGCAR-PD for content area

✓ teachers. They will make scheduled and unscheduled visits to the content area teachers' classrooms to observe strategies being implemented that were taught in the NGCAR-PD in the class. Support structures for implementation will include job-embedded professional development, ongoing progress monitoring, and the use of the PLC frame to foster collaboration.

7 Please list and describe the professional development that teachers will receive to support research-based content area literacy practices within English/language arts, history/social studies, science and technical subjects.

✓ The following professional development will be presented to teachers to ensure text-based content area instruction in English/language arts, history/social studies, science, and Technical Subjects: 1) Text Complexity, 2) NGCAR-PD, 3) Florida Standards / Common Core, and 4) Reading Endorsement - Competency 3.

8 Given that most students with disabilities are served inclusively through general education, how will differentiated instruction, Universal Design for Learning principles and effective instructional delivery and accommodations for students with disabilities and English language learners be addressed in required professional development for general education teachers so that they are effectively meeting the needs of diverse learners?

✓ The district's K-12, ESOL, and Exceptional Student Education Offices will collaboratively plan professional learning experiences related to curriculum, instruction, and/or behavioral management to ensure that all district-level in-services and/or trainings integrate research-based strategies and methods that are beneficial to all students, yet especially effective with students with disabilities and English language learners. The district has adopted an inclusive approach in regards to educating our educators on ESE and ELL methods. The goal is to support all teachers, including general education, in embracing and implementing methods such as differentiation, RtI/MTSS, and Universal by Design as part of their natural daily instruction. Therefore, the district has decided to assume an inclusive stance as it relates to meeting the needs of the broad spectrum of learners we serve.

9 Does your district conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement?

✓ The Gadsden School District does not conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement.

District: Gadsden
Elementary Assessment, Curriculum, and Instruction

It is the philosophy of the Just Read, Florida! office to use scientifically-based reading research (SBRR), including that found in the National Reading Panel Report (2001) and Preventing Reading Difficulties in Young Children (1998). Research shows that children benefit from reading instruction that includes explicit and systematic instruction in skills and strategies, and opportunities to apply those skills and strategies while reading text.

Schools must offer daily classroom instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. All reading instruction is based on the English Language Arts Florida Standards (LAFS), including access points and English Language Development (ELD) standards which address the individual instructional needs of all students and curricular guidelines. In addition to, or as an extension of, the 90-minute reading block, the classroom teacher, special education teacher or reading resource teacher will provide immediate intensive intervention (iii) on a daily basis within the multi-tiered system of supports wherein student, centered response data gathered through progress monitoring and other forms of assessment informs instructional adjustments.

While reading instruction during the reading block explicitly and systematically supports reading development, reading instruction also needs to relate to the overall English language arts (ELA) literacy program using both an integrated and interdisciplinary approach.

1. **1) Integrated approach to the language arts strands and skills (reading, writing, listening, speaking):** Schools will integrate opportunities for students to apply the composite use of these skills they are learning in all content areas to further strengthen their overall literary development.
2. **2) Interdisciplinary approach:** The ELA program needs to attain a balance of literature and informational texts in history, social studies and science content. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to be proficient in reading complex informational text independently in a variety of content areas in order to be college and career ready by the time they graduate.
3. **3) Simultaneous use of both approaches:** The ELA literacy program will incorporate the integration of reading, writing, listening and speaking as students relate to various interdisciplinary texts during instruction, partner work and independent practice.

Using this integrated, interdisciplinary approach requires systematic student engagement in complex cognitive tasks with a wide variety of different types of texts. Teachers will also need to incorporate texts of varying levels of complexity into their literacy instruction, providing various instructional opportunities for students to read, write, speak about and listen to text for different specific purposes. This includes, but is not limited, to focusing on:

- using new and increasingly more complex text structures (sequence, comparison and/or contrast, cause/effect, problem/solution, etc.);
- understanding and using vocabulary and concepts across the content areas, including social studies, science, mathematics, art, music, etc.;
- extracting information from complex informational text;
- using textual evidence to explain and justify a claim in discussion and writing about their opinion;
- analyzing and critiquing the effectiveness and quality of an author's writing style, presentation, or argument;
- engaging in more complex text analyses using paired texts; and
- reading and writing independently to:

- relate to increasingly more complex text structures;
- use content-area vocabulary and concepts;
- develop fluency and prosody; and
- strengthen and master literacy skills and strategies

All students need opportunities to engage in integrated, interdisciplinary instruction with complex cognitive tasks that challenge them to apply their foundational skills toward high-level thinking as they relate to complex texts. Availability and access to texts of various types, topics and complexity levels is necessary for such instruction to occur. Consequently, districts and schools will need to consider how they will differentiate challenging learning opportunities for low-performing and high-performing students alike, ensuring that each student can engage in various complex cognitive tasks that develop such capacities as:

- general and discipline-specific academic vocabulary (oral language/written);
- high-level comprehension and critical literary analysis skills (oral/reading);
- student question generation, inquiry and research processes; and
- expertise in reading, writing, speaking and listening.

To operate an integrated, interdisciplinary and evidence-based ELA program that differentiates student learning needs as well as cognitive challenges, district and school personnel will need to assess the type, amount and complexity of the texts locally available for differentiated use in literacy instruction and independent student reading practice. School and classroom inventory will need to include a wide range of diverse text that support each of the standards and meet the instructional needs of all students.

PROVIDING TARGETED INSTRUCTION

State Board Rule 6A-6.053, F.A.C, reflects that the following performance-based flexibility options may be utilized by districts to provide targeted instruction according to student needs:

Elementary schools meeting all of the following criteria are not required to implement a Comprehensive Core Reading Program:

- A current school grade of an 'A' or 'B', and
- 90 percent of students meeting high standards in reading (a score of Level 3 or above on the Florida Standards Assessment [FSA] for ELA).

It is important that the percentage of students in subgroups is consistent with the percentage of all students proficient on statewide standardized assessments in ELA. This is important to ensure that instruction is effective for all subgroups of students. For students in grades four and five scoring Level 4 or 5 on the FSA for ELA, districts should offer enrichment programs, steeped in content, that continue to develop the child's reading skills. These students are not required to receive instruction from a Comprehensive Core Reading Program, nor are they required to receive 90 minutes of reading instruction.

Districts implementing this flexibility must report the reading instruction that will be provided to these students, including the time allotted for reading instruction in questions 8 and 9.

All information provided in this section should detail how you will meet the reading needs of all student subgroups identified in the State Board of Education Strategic Plan.

their own information into Chart C by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school-based information before submitting Chart C on April 3, 2015. School-level users should select all applicable adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' In addition, schools should identify the method used for progress monitoring K-2 and 3-5. Schools may select the Florida assessments for instruction in Reading - Florida standards(FAIR-FS) or list other tools to be used. To review and edit all school information for Chart C before submitting, use the link provided within this section online.

[Chart C](#)

- ✓
-
- 2.1 Describe all research-based instructional materials used to provide reading instruction during the school day. Include a description of how they will be integrated into the overall instructional design.

Describe how teachers will align instruction provided in the core reading program in K-5 to meet the Florida Standards for ELA, including the access points and ELD standards.

Houghton Mifflin Harcourt Florida Journeys Common Core is the Comprehensive Core Reading Program (CCRP) that will be implemented throughout Gadsden County in all elementary and sixth grade intensive classrooms. This research-based instructional curriculum is a K-6 reading program with rigorous Common Core/Florida Standards integrated into every lesson. This program will be the tool used to provide differentiated initial and intensive instruction and is used to expose and instruct students on grade level and below. Students also receive high-quality, explicit, and systematic instruction in the classroom by having a minimum of 90 minutes of uninterrupted time for ELA instruction each day. The instructional plan includes specific examples of teacher-led activities and additional activities to support the six ELA strands.

✓ Florida Journeys Common Core Reading Curriculum covers a broad range of comprehension and vocabulary skills using science, social studies, and other domains and topics. The core textbook will be a starting point for meeting the rigorous features of the Common Core/Florida Standards for English Language Arts. To prepare students for this challenge, this program focuses on repeated reading of complex text, paired texts, developing general and academic vocabulary, writing and responding to literature, and close reading skills. There are many opportunities for students to build rich and varied vocabulary throughout the program. To energize the 21st Century student, Journeys Common Core uses cutting-edge digital learning tools to help teachers maximize their effectiveness and get students engaged and excited about learning.

Gadsden County Schools have selected to fully implement a curriculum that is both standards-based and culturally responsive. Consequently, all learning activities, resources, and materials will undergo meticulous analyses as a measure to ensure alignment with the Florida Standards and comparative Access points. A special emphasis will also be placed on selecting texts that are reflective of the rich diversity represented by our students and embodies the "Can Do" philosophy defined by the World-class Instructional Design and Assessment Standards (WIDA) framework for language acquisition and development. Through use of various standards (including Access points and WIDA Standards for ELLs), the test item specifications, and rubrics; teachers and instructional leaders will be taught how to review and

critically examine materials and resources for standard(s) alignment, depth, and complexity. In addition, district level administrators and teachers/instructional leaders will develop and utilize progression scales so that all learners are afforded equity in terms of access to the standards.

Comment:

include how teachers will align instruction in the core to the Florida Standards, including access points for ELD standards.

- 2.2 List all research-based materials that will be used to provide reading intervention during the one-hour extended day in the event legislation requires this for 2015-16 and the district has a school identified on the list of 300 lowest-performing elementary schools. Describe how intervention in extended day will align with reading instruction provided during the school day.

Journeys Common Core will be the core reading program taught during the 90 minute block. During the extended day, students in grades K-5 will use the Journeys Reading Toolkit, Write-In Reader, Leveled Libraries, and the i-Ready blended curriculum. If additional resources are needed based on data and progress monitoring, teachers may use the following: Early Interventions in Reading, Phonemic Awareness, Early Reading Tutor, and Kaleidoscope. All resources will provide support for the core program taught during the day. Instruction will be differentiated and taught in small groups based on data taken from the i-Ready diagnostic, unit/benchmark assessments, Journeys comprehensive screener, etc. Ongoing progress monitoring and retesting of identified targeted areas will determine if interventions are effective.

- 3 How will the district assure that reading intervention provided to students performing below grade level addresses both student acceleration and remediation and is effectively closing the gap?

We recognize that some students will need additional time and instruction in order to reach grade level goals and expectations. The school will ensure that the instructional services and support address three specific area(s) of reading deficiencies as identified by the i-Ready diagnostic given three times a year. All intensive students will be part of the instructional core program for activities such as the read aloud, comprehension strategy instruction, and oral language/vocabulary instruction received during the 90-minute reading block and additional time daily as needed for both acceleration and remediation. This will be documented in the teacher's lesson plans and checked weekly by the reading coach to see if plans align with the needs of the students. Results of the progress monitoring (i-Ready, core program assessments, performance assessments, etc.) will be used to determine which students are making progress and which students continue to be in need of intensive remediation.

The additional time outside the block will be a minimum of 30 minutes daily with the use of state-approved intensive intervention programs. These programs will include but are not limited to: Phonemic Awareness, Early Reading Tutor, Early Interventions in Reading, i-Ready, and the core intervention supplement. Teachers will provide intensive instruction in smaller group size enabling students to generalize newly acquired reading skills and to progressively move to more complex text.

The Supervisor of Curriculum and Instruction and the District Reading Specialist will conduct

announced and unannounced visits to classrooms and grade group meetings.

- 4 How will your district assure that reading intervention provided to students with disabilities addresses both acceleration and remediation and is effectively meeting their unique needs?

✓ The district will assure that reading intervention provided to students with disabilities address both acceleration and remediation by implementing a well-structured, systemic process for instructional interventions and differentiation through use the MTSS framework. At the beginning of the school year, a cohort of vested professionals (i.e., general education teacher, special education teacher, guidance counselor, instructional leaders, district reading specialist, etc.) will gather, review each student's academic history, and develop an initial intervention plan to meet his/her needs. As the plan is enacted, the cohort will reconvene bi-weekly to review the student's progress, make modifications to the MTSS plan as warranted, and update the student's goals. Frequent, on-going data dialogue is essential to ensure our teaching is prescriptive and adequate for students' needs and to monitor the fidelity and effectiveness of the program(s), intervention(s), and/or plans we have in place. This will reminds us daily that our overall goal for every student is to be working at or beyond grade level with proficiency.

- 5 How will your district assure that reading intervention provided to English language learners addresses both student acceleration and remediation and is effectively meeting their unique needs?

✓ The district will assure that reading intervention provided to English language learners address both acceleration and remediation by implementing a well-structured, systemic process for instructional interventions and differentiation through use the MTSS framework. At the beginning of the school year, a cohort of vested professionals (i.e., general education teacher, ESOL/ELL specialist, special education teacher, guidance counselor, instructional leaders, district reading specialist, etc.) will gather, review each student's ac academic history, and develop an initial intervention plan to meet his/her needs. As the plan is enacted, the cohort will reconvene bi-weekly to review the student's progress, make modifications to the MTSS plan as warranted, and update the student's goals. Frequent, on-going data dialogue is essential to ensure our teaching is prescriptive and adequate for students' needs, monitor the fidelity and effectiveness of the program(s), intervention(s), and/or plans we have in place, and reminds us that our overall goal for every student is to be working at or beyond grade level with proficiency.

- 6 Schools must diagnose specific reading difficulties of students who do not meet specific levels of reading performance as determined by the district school board to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.

Create an Assessment/Curriculum Decision Tree (Chart D1) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades K-2.

The chart must include:

- Name of assessment(s);
- Targeted audience;
- Performance benchmark used for decision-making;

- Assessment/curriculum connection; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

* District contacts will create and upload Chart D1 using the link provided within this section online. There are two samples for Chart D1 (Assessment/Curriculum Decision Tree) located in the [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart, it must be uploaded into this year's plan. Please upload the desired file

You will need to save this section using the button below at the bottom of this section before uploading the chart.

✓ [Chart D1 - Elementary Assessment Curriculum Decision Tree](#) Last Uploaded:4/2/2015 3:43:12 PM

7

Schools must diagnose specific reading difficulties of students scoring at Level 1 and Level 2 on the FSA for ELA to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction. Schools must also consider the individual needs of students with significant cognitive disabilities who take the Florida Alternate Assessment (FAA).

Create an Assessment/Curriculum Decision Tree (Chart D2) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades 3-5(6).

The chart must include:

- Name of assessment(s);
- Targeted audience
- Performance benchmark used for decision-making;
- Assessment/curriculum connection; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

** District contacts will create and upload Chart D2 using the link provided within this section online. There are two samples for Chart D1 (Assessment/Curriculum Decision Tree) located at [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.*

You will need to save this section using the button below at the bottom of this section before uploading the chart.

✓ [Chart D2 - Elementary Assessment Curriculum Decision Tree](#) Last Uploaded:4/2/2015 3:48:18 PM

8 How will the district assure that all elementary schools have an uninterrupted 90 minute reading block for core reading instruction, and, as needed, additional time for immediate intensive intervention (iii)?

✓ The district ensures that all elementary schools have an uninterrupted reading block for core reading instruction and additional time for immediate intensive intervention (iii) by requiring all elementary schools, including the participating charter school, use a minimum ninety minute uninterrupted reading block. Each school's master schedule and assigned reading teachers' instructional schedules will reflect classroom instruction in reading as a protected, uninterrupted minimum 90 minute block of time and additional time for tiered instruction beyond the 90 minute block.

- 9 How will all students receive engaging, high-quality, explicit and systematic reading instruction according to their needs during the 90-minute uninterrupted reading block? (Refer to the following website: <http://www.justreadflorida.com/educators.asp>. If districts are choosing to implement the flexibility options regarding the 90-minute reading block provided in the introduction to this section, please include a description of implementation of these options here.)

✓ Students will receive high-quality, explicit, and systematic reading instruction according to their needs/data daily in a minimum 90 minute reading block. Teachers will use a scientific research-based program as a scaffold to guide teacher behavior so that it will be consistent with the principles of effective instruction. Journeys Common Core is that research-based program that will be used with fidelity during whole group and small group instruction (centers). An additional 30-50 minutes of intervention time using the supplementary and/or core intervention program materials will be scheduled to support differentiated instruction for moderate to at-risk students. Proficient students may be provided enrichment opportunities using authentic assessments and/or project-based learning activities. In addition, all students will participate daily in i-Ready, a computer blended curriculum. This program instructs, remediates, and enriches students while correlating to the FL Standards/Common Core.

- 10 How will students identified with a reading deficiency receive immediate intensive intervention services in addition to core program instruction and beyond the 90-minute reading block? Please describe the instructional strategies and practices that will be utilized for all students, including those with and without an IEP.

✓ We recognize that some students will need more time and additional instruction in order to reach specific goals and expectations. Students targeted for immediate intensive intervention will participate daily in the instructional core program for all activities. They will also receive differentiated instruction during center time through the use of the core intervention programs. Results of the progress monitoring (Florida Assessment for Instruction in Reading (FAIR), i-Ready/Ready Blended Curriculum, core program assessments, state/district assessments) will be used to determine which students are intensive (iii) and need daily additional intensive support. For students in need of immediate intensive intervention (iii), the schools will ensure that the instructional services and support address the specific area(s) of reading deficiencies of the student during the 90-minute reading block and a daily additional 30-45 minute intervention block.

The additional time outside the block will be a minimum of 30 minutes daily with the use of a state-approved intensive intervention reading program. These intervention programs will include but are not limited to: Phonemic Awareness, Early Reading Tutor, Early Interventions in Reading, Journeys Reading Toolkit, Write-in Reader, and the i-Ready/Ready Blended

Curriculum. Teachers will provide intensive instruction in smaller group size enabling students to generalize newly acquired reading skills to progressively more complex text.

- 11 How will teachers match students to texts and provide access to leveled classroom libraries of both literary and informational text focused on content area concepts throughout the day?

Gadsden's teachers will provide students daily access to leveled classroom libraries that include both literary and informational text representing a range of levels, interest, genres, and cultures. The library will include authentic texts, leveled libraries, and decodables for meaningful extension and practice of foundational skills taught in the core reading program during the 90-minute reading block. By using authentic text, leveled libraries, and decodable books, teachers will provide students with an opportunity to apply skills taught through independent practice. Many of the books in the library will be focused on content areas knowledge and various daily concepts.

✓ Classroom libraries will be readily available for students to utilize during scheduled and unscheduled reading activities, literacy centers, small group instruction, and differentiated instruction, including paired reading. Students will be encouraged to take books home to share with families to ensure time is spent reading outside the school day. As a result, students will have a plethora opportunities to become fluent readers as they read a variety of text, thus increasing their content area knowledge and developing a love for reading.

Classroom libraries are leveled by publishers from the adopted core program and additional books will be leveled in a collaborative process by members of the Reading Leadership Team and teachers. Teachers will match students with the appropriate level of text. Each grade level will utilize trade books, leveled readers, and materials selected by teachers to meet varying reading levels, needs, and interest of students.

- 12 How will all elementary teachers incorporate reading and literacy instruction into the various subject areas to extend and build text-based discussions in order to deepen content-area understandings? Include detail regarding how teachers will address the LAFS in all content classrooms. In addition, describe how content area texts will be integrated into the 90-minute reading block to address literacy standards.

✓ Elementary teachers will incorporate reading and literacy instruction into the various subject areas by utilizing appropriate text to provide students with extended opportunities to practice oral, silent, and sustained reading skills. The NGCAR-PD approach emphasizes reading deeply in multiple disciplines about multiple topics. Comprehension strategies are taught in an integrated fashion with instructional coherence and direct application. Elementary teachers will integrate reading and literacy materials in their weekly instructional plans in an effort to reintroduce or to familiarize students with reading selections that they can authentically demonstrate successful comprehension of the text. Teachers will continue to engage students in guided instructional activities that address comprehension strategies before, during, and after reading through explicit modeling (think alouds), practice in appropriate instructional texts, and immediate oral and/or written feedback. This will provide students the support they need to think as they read in "every" class.

Journeys is the core reading program used during the 90 minute reading block. This curriculum covers a broad range of comprehension and vocabulary skills using science, social studies, and other domains/topics. Teachers will use leveled reading materials and classroom libraries from

their core to implement strategies that focus on mastering content-area concepts so that struggling students see and hear the kinds of questions successful readers ask themselves. Teachers will provide guidance in identifying and recognizing text features that are particular to the kinds of books and resources utilized in the content area classroom and strategies for citing text-based evidence. To ensure the effectiveness of the strategies, the teacher and coach will work collaboratively to determine students' instructional reading levels, and to ensure that text assigned is appropriate for the students.

- 13 Describe how all students will have ongoing access (via universal design principles) to texts that are appropriate for researching information.

All students will have ongoing access to texts that are appropriate for researching information through use of the principles adopted from the Universal Design framework. Teachers will be required to implement specific methods such as mediated scaffolding, strategic integration, and judicious review as a means to equip students with the strategies they need to fully comprehend complex texts. In addition, a special focus will be allocated to the utilization of conspicuous strategies through use of read alouds, think alouds, graphic organizers, and modeling. Initially, teachers will match texts with student's individual reading levels; however, it is our intent to gradually move learners reading below grade level into increasingly difficult texts until he/she is able to comprehend grade level materials.

- 14 To strengthen and deepen text comprehension, how will writing from sources be supported during the 90-minute reading block?

Journeys Common Core is used daily in the 90 minute reading block. This core provides students with many opportunities to strengthen and deepen text comprehension by writing from various sources daily. They will write in responses to every anchor text (i.e., citing text evidence to support their answer, using the Reader's Notebook, comparing text, extending the topic, etc.). Writing in response to reading is one of the most critical ways to assess comprehension and is greatly emphasized in the Journeys Common Core. Students will also be able to complete the Write About Reading activity through myWriteSmart. Children will read the prompt within myWriteSmart and have access to multiple writing resources, including the student eBook, writing rubrics, and graphic organizers. Writing instruction will connect to reading and extend content knowledge. Journeys will enable this to happen weekly beginning with the student text.

Teachers will also be encouraged to use the Comprehension Instructional Sequence model with nonfiction text. Predictive writing will be done by students before reading the text to reveal the level of prior knowledge students have regarding the topic. Written response to reading using text information to justify claims/positions is embedded. The student will do extended research on a topic based on questions generated during discussion. The student will produce a final written response to the reading of the text. This will enable students to see growth over time.

- 15 Describe how the district and schools will provide an altered instructional day as a means of further increasing instructional intensity for those K-3 students who have received intensive intervention for two or more years, have been retained for a total of two years, and still demonstrate a reading deficiency. Describe how the altered instructional day is organized and designed to further intensify instruction and, thereby, meet the reading needs of these students

throughout the school year per Section 1008.25(6)(b),F.S. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers including students with disabilities.

Gadsden will provide an altered day to meet the needs of students who have received intensive instruction for 2 or more years and are still not demonstrating proficiency in reading. Each student will receive a minimum of 175 minutes a week of prescriptive intensive instruction in addition to the core reading block in a classroom with a highly proficient teacher. The classroom environment will be rich in literacy opportunities with interactive read-alouds, reader's and writer's workshop, guided reading, and various opportunities for independent reading to apply skills learned. All activities are designed to support students as they develop skills and gain strategies necessary to bring them to grade level proficiency.

In the past, our district has used several intensive programs (i.e.; Kaleidoscope, Early Interventions in Reading, Early Reading Tutor, etc) to meet the needs of our most fragile students. We have seen some progress but not enough. During the 2014-15 school year, our district selected to implement a new intensive program; i-Ready which is an adaptive computer-based instructional program. This program includes an adaptive diagnostic, instant reporting, and engaging online instruction modules that are designed to provide students with the one-on-one instruction needed to accelerate learning. Students are given the diagnostic 3 times a year along with monthly progress monitoring. Diagnostic information derived from i-Ready will be used to 1) gain a clear depiction of each students' areas of deficiency, 2) design small group and/or individualized learning experiences to meet students' specific needs, and 3) inform next instructional steps and/or educational decisions (Such educational decisions will include, but are not limited to: determining students' responses to intervention, selecting the most appropriate methods for differentiation, developing small group, and revising learning pathways).

Comment:

include any diagnostic information collected and how it is used to guide instruction. if the same curriculum has been used with these students in the past - consider a change of curriculum.

16

What supportive reading opportunities will be provided beyond the school day? Include criteria for student eligibility and how these opportunities are linked to reading instruction provided during the school day.

District and school site designees for the Third Grade Summer Reading Camp must create a reading camp schedule that facilitates intensive reading intervention for all third-grade students scoring a Level 1 on FSA ELA. The plans for the Third Grade Summer Reading Camps are due April 4, 2015, for the Just Read, Florida! office to review and provide feedback by April 25, 2015. For more guidance on Third Grade Summer Reading Camps and to submit the district's Summer Reading Camp Plan, visit <http://www.justreadflorida.com/camps/>. Section 1011.62,F.S. has been revised to allow districts to use reading allocation funds to provide Summer Reading Camps for grade K-2 students who demonstrate a reading deficiency and grade 4-5 students who scored at Level 1 on FSA ELA. Describe any plans to offer Summer Reading Camps to this extended group of students.

The before, after, and summer school reading activities, excluding the required Third Grade Summer Reading Camp, utilized in Gadsden includes enhanced mentoring and tutoring activities. More specifically, schools use district-approved supplementary core and/or non-core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enriching programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students allowed to participate are prioritized based on i-Ready data with students not making adequate progress given first choice to attend.

To ensure that activities are linked to instruction delivered during the day, the principal, reading coach, and teacher will analyze data from Performance Matters and other resources to determine areas of deficiency for students in these programs. Teachers will work with students using this data as well as provide instruction on the standards identified on the Instructional Focus Calendar. The principal and/or assistant will conduct fidelity checks.

Gadsden County will continue to utilize the services of its Faith-based Organizations and state-approved SES providers to provide site-based and community-based mentoring and tutoring support to students throughout the district. These faith-based organizations and providers are actively involved before, during, and/or after school with a variety of activities to assist students with becoming proficient readers. They have also planned structured mentoring and/or tutoring activities during the summer under the guidance of the District's Community and Parent Involvement Coordinator.

The District's Exceptional Student Education Department always has an extended school year that allows students with documented Individual Education Plans to attend. The Migrant Education Office provides summer school for our English Speakers of Other Languages, homeless and migrant students. The summer program provides intensive language instruction that targets vocabulary. The main focus during the district summer programs is improving students' reading skills.

All level 1 and low level 2 third graders regardless of lunch status will be invited to participate in the summer reading academy offered by the district. Second grade students who are not reading on grade level at the end of second grade will be provided additional intensive interventions in a summer program. This program will be offered at the same site as the Third Grade Summer Reading Academy.

17 Please list the qualifications for reading intervention teachers in elementary schools, summer reading camps and one-hour extended day programs.

Reading Intervention teachers will have the following qualifications:

- (1) Bachelor's Degree from an accredited educational institution,
- ✓ (2) K-5 Certification
- (3) Data to support success with at-risk students (65% learning gains in grades 4 and above) or
- (4) Reading Endorsement or Reading Certification

18

For the following unique student populations, which screening and progress monitoring tools are used to determine instructional needs in reading and subsequent placement in intervention.

- Non-English speaking ELL
- Students with significant cognitive disabilities who take the FAA
- Students with a severe speech impairment (i.e. severe articulation or speech fluency)
- Students who are deaf or hard-of-hearing
- Students with a severe visual impairment
- Grades 4 and 5 transfer students who do not have FSA ELA scores and/or other standardized reading scores. NOTE: If no scores are available, appropriate assessments should be administered to determine the overall reading ability of the student and to identify appropriate placement.

Our unique student population is screened and progress monitored using the same tools as general education students. If this is not possible, the following screening and diagnostic tools are used to determine the instructional needs in reading and subsequent placement in intervention for each student population:

*Non-English speaking ELL students are administered the IPT (IDEA Proficiency Test).

*Students with significant cognitive disabilities who take the FAA are administered assessments based on their cognitive disability.

✓ *Students with a severe speech impairment (i.e. severe articulation or speech fluency) are given the same assessments as general education students (FAIR-FS and i-Ready) unless they are cognitively impaired.

* Students who are deaf are not serviced by the district and sent to W. T. Moore in Tallahassee. If they are hard of hearing, they are given the same assessments as general education students.

*Students with a severe visual impairment are given the FAIR-FS Alternative Assessment or enlarged text of written assessments. The teacher also has the flexibility of changing the background color to yellow to support the student.

*Grade 4 and 5 transfer students who do not have FSA ELA scores and/or other standardized reading scores are given the FAIR-FS and/or i-Ready assessment to determine placement.

19 What alternative assessment is used for promotion of third grade students scoring Level 1 on FSA Reading?

✓ Students in third grade scoring Level 1 on FSA Reading are administered the Scholastic Aptitude Test (SAT-10) as the alternate assessment for promotion to fourth grade.

District: Gadsden
Middle School and High School (Grades 6-12) Assessment, Curriculum, and Instruction

The goal of the K-12 Comprehensive Research-Based Reading Plan is to ensure that students are reading at or above grade level. Students entering middle school or high school who are not reading on grade level have a variety of reading intervention and learning needs. A single program or strategy is not sufficient for remediation, and, likewise, remediation is not sufficient for low-performing middle school and high school students. In addition to focusing on the development of foundational skills, instruction needs to engage students in complex cognitive tasks that challenge students to apply their foundational skills. This application needs to include high-level thinking opportunities for students to grapple with and construct meaning from complex texts. Such instruction expands literacy development beyond foundational skills to include such capacities as:

- general academic and discipline-specific vocabulary;
- close reading of literary and informational text;
- high-level comprehension such as argumentation;
- critical analysis of literary and informational text; and
- student question generation, inquiry and research processes

In order to simultaneously offer reading intervention yet still provide rigorous lessons, middle school and high school reading instruction needs to incorporate the use of an integrated and interdisciplinary approach.

1. **1) Integrated approach to the language arts strands and to skill application:** Schools will integrate opportunities for students to apply the composite use of the language skills - reading, writing, listening, speaking - that they are learning in all content areas to further strengthen their overall literary development.
2. **2) Interdisciplinary approach:** Literacy instruction needs to attain a balance of literature and informational texts that relate to history, social studies and science content. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to become proficient in reading complex informational text independently in a variety of content areas in order to develop college career readiness by the time they graduate.
3. **3) Simultaneous use of both approaches:** Literacy instruction will incorporate the integration of reading, writing, listening and speaking as students relate to various increasingly complex interdisciplinary texts throughout the school year.

Using this integrated, interdisciplinary approach requires systematic student engagement in complex cognitive tasks with a wide variety of different types of texts. Teachers will also need to incorporate texts of varying levels of complexity into their instruction, providing various instructional opportunities for students to read, write, speak about and listen to text for different specific purposes. This includes but is not limited to focusing on:

- using new and more complex text structures (single structures as well as multiple organizational text patterns);
- understanding and using academic and domain-specific vocabulary and concepts across the content areas, including social studies, science, mathematics, art, music, etc.;
- extracting information from complex informational text;
- using textual evidence to explain and justify an argument in discussion and writing an argumentative text;
- analyzing and critiquing the effectiveness and quality of an author's writing style, presentation, or

- argument;
- engaging in more complex text analyses using paired texts; and
- reading and writing independently to:
 - relate to increasingly more complex text structures
 - use content-area vocabulary and concepts
 - develop literacy skills with increasingly complex text

The availability and access to texts of various types, topics and complexity levels are necessary for integrated, interdisciplinary instruction to occur. Accessible instructional materials (i.e. accessible software, text-to-speech, braille enlargeable text) are an important consideration. Districts and schools will need to consider how to differentiate challenging learning opportunities for low-performing and high-performing students alike, ensuring that each student can engage in various complex cognitive tasks that develop such capacities as:

- general and discipline-specific academic vocabulary;
- high-level comprehension skills;
- critical analysis skills in literary and information text;
- student question generation, inquiry, and research skills; and
- expertise in reading, writing, speaking and listening.

To operate such an integrated, interdisciplinary, and evidence-based literacy program, district and school personnel will need to assess the type, amount and complexity of the texts locally available for differentiated use in literacy instruction and independent student reading practice. School and classroom inventories will need to include a wide range of diverse texts, including digital texts that are accessible for struggling readers, that support each of the Florida Standards (including the access points) and meet the instructional needs of all students. To provide the type of reading, discussion and writing opportunities necessary for college-career readiness, these text inventories need to include the following:

- informational texts of numerous types such as exposition, argumentation, persuasive essays, functional documents, procedural texts, speeches, biographies, etc. These informational texts need to contain information on various content-area topics such as history, social studies, science and technical text.; and
- literary texts of different genres such as historical fiction, mythology, poetry, drama, fantasy, humor, legend, etc.

1 Each district will be given one school user log-in and password so that each school may enter their own information into Chart F and Chart I by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school-based information before submitting Chart F and Chart I on April 3, 2015. School-level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' **To review and edit all school information for Chart F and Chart I before submitting, please use the links provided within this section online.**

[Chart F](#)

[Chart I](#)



2 The goal of a middle school and high school literacy program is to provide a variety of methods and materials so that students develop strategies and critical thinking skills in reading/literacy. **This goal applies to the following:**

- 1) students with reading performance below grade level: For these students, acceleration is just as important as remediation. **Describe how the district will assure that reading intervention services provide both acceleration and remediation to meet the needs of low-performing students, students with disabilities (including students who take the FAA), and English language learners and facilitate their college-career readiness by high school graduation; and**
- 2) students, including those with disabilities and English language learners, with reading performance on or above grade level. **Describe how the district will assure that the reading development of students performing on or above grade level will continue to progress toward college-career readiness by high school graduation.**

The goal of a middle school and high school literacy program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading. The students in Gadsden County are using the Houghton Mifflin Harcourt Florida Collections as their core ELA program. This program will be used with all students in middle and high school. This comprehensive program will offer students high-quality literature selections supported by instruction and practices that address skills needed for college and career readiness by high school graduation.

Houghton Mifflin Harcourt Journeys Common Core will be taught in all 6th grade intensive classrooms throughout Gadsden County. This research based instructional curriculum is a 6th grade reading program with rigorous Common Core/Florida Standards instructional design integrated into every lesson. This program will bridge the gap that tends to start once students leave elementary school. Journeys Common Core Reading Curriculum covers a broad range of comprehension and vocabulary skills using science, social studies, and other domains and topics. This will provide teachers with the varying levels of text complexity needed in their instruction thus allowing teachers to integrate the reading, writing, speaking, and listening.

In addition to the core program, all content area teachers will integrate shorter, challenging complex texts that elicit close reading and the opportunity to reread by students at each grade level. This will support students at a wide range of reading levels as they participate in the close analysis of more demanding text. High priority will be placed on close, sustained reading of complex text which emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading will most likely require compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and prove the meanings of individual words, the order in which sentences unfold and the development of ideas over the course of the text.

Students with reading performance below grade level will receive extended intervention time using various curricula for instruction. Research-based intervention programs that may be used will include, but are not limited to Florida Journeys Write-in Reader, leveled libraries, Journeys Literacy Tool Kit, HMH Close Reader, and the i-Ready/Ready Blended Curriculum. The principal and or reading coach will conduct bi-weekly classroom walkthroughs to ensure that students receive on a daily basis: whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice, and increasingly complex literacy and informational text. All classes will be taught by teachers reading endorsed, NGCAR-PD

certified, or working towards that status.

Lastly, flexibility will be maintained in the master schedule to ensure that student placement remains flexible throughout the school year as a means to provide additional exposures to increasingly complex levels of text. Student progression in and among the reading courses will be based on student proficiency levels as indicated by the i-Ready on line progress monitoring and diagnostic report and other progress monitoring tools. This will ensure that students have the opportunity for acceleration.

-
- 3 To effectively use assessment data, districts and schools with carefully crafted protocols are prepared to efficiently differentiate student reading/literacy needs and offer an appropriate array of intervention options that meet various individual student learning needs, including the needs of students with disabilities and English language learners. To develop and utilize these local protocols, districts and schools need to address state legislation that informs local policies.

Section 1003.4156 and 1003.4282 F.S. requires middle school and high school students who score at Level 1 or Level 2 on the ELA FSA to receive intervention services in the following courses:

- a remedial reading course; and/or
- a content area reading course in which remediation strategies are incorporated. Teachers must have completed professional development approved by the Just Read, Florida! office (such as NGCAR-PD) addressing the incorporation of remediation strategies into content area courses.

Middle school and high school students who score at Level 1 or Level 2 on the ELA FSA and have intervention needs in the areas of foundational reading skills (e.g. decoding, fluency) must have extended time for reading intervention to accelerate reading development that ensures college-career readiness. This extended time may include, but is not limited to, tutoring or support in a content area course in which remediation strategies are incorporated paired with an intensive reading course, or a double block of reading to accelerate the development of foundational reading skills. It is important to consider the need for high-quality instruction in these areas for students who take the FAA as they have significant need for reading intervention.

Intervention should include on a daily basis:

- whole group explicit and systematic instruction;
- small group differentiated instruction;
- independent reading practice monitored by the teacher;
- infusion of reading and language arts standards specific to the subject area blocked with the intensive reading course (biology, world history, etc.);
- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.); and
- opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts.

Middle school and high school students scoring Level 1 or Level 2 on the statewide ELA assessment who do not have intervention needs in the areas of foundational reading skills (e.g. decoding, fluency) may be served in content area intervention classes. These teachers must meet one of the following requirements:

- Complete professional development approved by the Just Read, Florida! office which may have consisted of Content Area Reading-Professional Development (CAR-PD), Next Generation Content Area Reading-Professional Development (NGCAR-PD);
- Completed or working towards Reading Endorsement; or
- Completed or working towards K-12 Reading Certification

Students in grades 11 and 12 who score at Level 1 or Level 2 on the ELA FSA with a concordant score may be served through remedial reading courses, content area courses in which remediation strategies are incorporated without a specific professional development requirement for teachers, or before or after school. Courses that may be used to provide reading intervention to 11th and 12th grade students include Reading For College Success, English 4-College Prep, or Intensive Reading. Each of these three courses focus on the goal of providing instruction that enables students to develop and strengthen reading comprehension of complex grade level texts and developing independent cognitive endurance while reading. Other commonalities include a focus on understanding vocabulary in context, analysis of affix meanings in academic terminology, recognizing various rhetorical structures, identifying main idea, inferences, purpose, and tone within texts.

Based on legislative requirements, it is necessary to ensure that the classroom infrastructure (class size, materials, etc.) is adequate to implement the necessary array of intervention service options. These interventions should include the following characteristics:

- whole group explicit and systematic instruction;
- small group differentiated instruction;
- independent reading practice monitored by the teacher (applicable to the reading intervention course);
- infusion of content area literacy practices specific to science, social studies and technical subjects in the Florida Standards ; and
- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.).

Schools must progress monitor students scoring at Level 1 and 2 on the ELA FSA a minimum of three times per year in order to appropriately plan for subsequent instruction and ensure student learning progress over time. This progress monitoring should include a baseline, midyear and end-of-the-year assessment.

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on the ELA FSA. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so that teachers can better inform instruction to meet the needs of students who continue to struggle in reading. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach and reading specialist. These should also be conducted for students who take FAA.

Each identified struggling reader must be provided instruction that best fits his or her needs. Districts must establish criteria beyond the ELA FSA for placing students into different levels

of intensity for reading intervention to be certain that students are sufficiently challenged but not frustrated in relating to text of varying complexity. It is recommended that districts implement a placement process that includes a variety of considerations with protocols, such as the following:

- **Historical assessment data results, including prior FCAT or FAA scores:**
 - Level 2 students who scored at Level 3 or above during previous school years require instructional support that focuses on accelerating development in academic vocabulary and high-level comprehension, ensuring that student development keeps pace with increases in text complexity that occurs from grade to grade. Further assessment is required to determine whether remediation is needed.
 - Students who have historically scored below Level 3 in numerous past years will require intervention focused on both remediation and acceleration. Further assessment is required to determine the appropriate proportion of remediation and acceleration for each student.
 - Students with significant cognitive disabilities who take the FAA will require intensive reading instruction that is individualized to meet their unique instructional needs.
- **Assessment using grade-level passages:** Administer oral reading and comprehension questions of a grade-level passage:
 - **Independent student oral reading:** For students who score at Level 1 or Level 2 who struggle to read a grade-level passage aloud, distinguish the impact that each student's decoding issue has on his or her text comprehension in order to determine remediation needs.
 - Does the student successfully monitor basic comprehension of the grade-level text in spite of some decoding challenges?
 - Does the student struggle to decode the grade-level passage and does this negatively impact his or her grade-level text understanding?
 - **Comprehension questions:** Students who score at Level 1 or Level 2 who have difficulty accurately answering several basic comprehension questions (e.g., main idea, details, etc.), summarizing the passage or identifying text evidence that supports the author's claim will require systematic remediation in such skills as text structure, summarization and comprehension monitoring using explicit instructional strategies such as text-marking/coding.

For the various student profiles referenced above, all will require accelerated instruction in academic vocabulary and high-level comprehension using complex texts to ensure their college-career readiness. Research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Therefore, caution is recommended in using fluency data as a primary determinant for placement in reading intervention in the upper grades

Additional guidelines for determining student placement in reading intervention can be found through using the Just Read, Florida! Office Student Reading Placement Chart. End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Complete an Assessment/Curriculum Decision Tree (Chart G) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level. The chart must include:

- o Name of assessment(s);
- o Targeted audience;
- o Performance benchmark used for decision-making;
- o Assessment/curriculum connection; and
- o An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

* District contacts will create and upload Chart G for grades 6-12 using the link found within this section online. A sample for Chart G (Assessment/Curriculum Decision Tree) can be found in the Appendix. Please upload the desired file.

✓ [Chart G – Middle School/High School Assessment Curriculum Decision Tree](#) Last
 Uploaded:4/2/2015 3:49:59 PM

4 Describe the reading intervention that your high schools will be providing for 11th and 12th grade students, including both those students who still need to meet the state assessment graduation requirement and those 12th grade students who have met the graduation requirement through the use of concordant scores, if available. Keep in mind that districts have great flexibility in how these juniors and seniors who have met the graduation requirement are served. These students may be served through reading courses, content area courses without a specific professional development requirement, or reading instruction before or after school.

All 11th and 12th grade students with a Level 1 or Level 2 score on ELA FSA Reading with issues in decoding or text reading efficiency will be administered the i-Ready diagnostic and scheduled into an Intensive Reading course using the HMH Close Reader and other supplemental materials to meet their needs in the area(s) of fluency, vocabulary, and/or comprehension. This versatile program provides a research based framework for whole group instruction and differentiated small group instruction that align with the NGSSS /ELA FSA. Students will be administered the i-Ready diagnostic three times a year. The goal is to move students as progress is made. This is a key factor in motivating students to work hard, close the gap, and eventually eliminate the need for an intensive class. Ongoing data chats will be used as part of the progress monitoring process. Each student will have a data folder so that they can progress monitor their data, too.

Students who scored Level 1 on ELA FSA Reading but have no issues in decoding or text reading efficiency will be administered the i-Ready diagnostic and scheduled into an ACT Intensive Reading Course in addition to Reading for College Success (one semester course). Students who have met the ELA FSA Reading graduation requirement through the use of concordant scores will receive remediation for college readiness in reading. They will be placed in a Reading for College Success (one semester course) or in English 4 College Prep (full year course satisfying the English 4 requirement). Either course will satisfy the reading intervention requirement.

Comment:

Please remove the references to FCAT.

5 How will the district ensure that middle school and high school students (including students

who take FAA) with difficulties pertaining to foundational reading skills have sufficient time to receive the intervention services that they need? Please be certain to address all students including those with disabilities and English Language Learners.

The district will ensure that all students (including students with disabilities, English Language Learners, and students who take FAA) with difficulties pertaining to foundational reading skills have sufficient time to receive the intervention services they need at the middle and high school level through the review of schools' master schedules and regularly scheduled school visits by district personnel. The principal and guidance counselor will monitor the master schedule as well as individual student schedules in the computer to ensure that students are enrolled in the appropriate classes.

✓ All level 1 students will receive extended time during the day based upon instructional needs. The principal will conduct weekly classroom walkthroughs to ensure that students receive on a daily basis: whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice, and increasingly complex literary and informational texts. All classes will be taught by teachers reading endorsed, NGCAR-PD certified, or working towards that status.

6 How will students be provided with access to both leveled and authentic literary and informational texts representing a range of levels, interests, genres and cultures within the reading program to develop independent reading capacity? Include the following information:

- how daily independent reading, monitored by the teacher, will be incorporated into all reading classrooms;
- how classroom libraries will be utilized;
- the process for leveling books;
- the process for matching students with the appropriate level of text; and
- types of accessible instructional materials that will be available (i.e. accessible software, text-to-speech, braille, enlargeable text) .

In classrooms where Journeys Common Core and/or HMH Florida Collections are being implemented, the accompanying classroom libraries will be utilized. These libraries will provide students access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures to develop independent reading skills. In classrooms that are not using Journeys Common Core and/or HMH Florida Collections, teachers will work with the reading coach, media specialist, and administrator to establish classroom libraries. In order to address the range of levels, interests, genres, and cultures, additional sets of classroom libraries will be placed in all Intensive Reading and English Language Arts classrooms. As funding permits, additional authentic literary and informational text will be purchased and placed in other content area classrooms.

a) Observational notes, conference notes, or student portfolios/reading logs will be used by the teacher to monitor and assess student progress in developing comprehension and fluency as well as an appreciation for authentic literature. All students will keep a reading log that will be monitored by the teacher. Students will record the date, amount of time, and pages read daily. Upon completion of a book, students will write a summary and answer general questions about the book. Teacher will use this log when conferencing with students. Teachers will be

encouraged to conference with students as often as possible. Additionally, targeted professional development for all teachers in literacy development, with particular emphasis on integrating authentic text into instruction, will help to effectively promote independent reading practice.

b) Teachers will be encouraged to utilize classroom libraries containing fiction and nonfiction text representing a range of levels, interest, genres, and cultures appropriate for the students.

✓ The libraries will enhance and enrich reading instruction by offering students a variety of open-ended tasks to support reading instruction and may include print resources such as relevant leveled readers, journals, newspapers, magazines, and novels to promote mastery of comprehension and fluency. Also, all students will keep a reading log monitored by the teacher. Teachers will use this log when conferencing with students. There will be a section for teacher comments and recommendations. The libraries will also support students' opportunities for reading independently or participating in a guided reading group, literature circle or Socratic Seminar.

c) Most of the books are lexiled by the core company. In addition, teachers will receive training on how to instruct students on using the Just Read Florida, Lexile Level search to help when selecting books. After each diagnostic, students are also given a lexile range in i-Ready. Students will be encouraged to use this site as well. This site will provide a list of books based on the lexile and the genre selected.

d) Comprehension screeners, lexile levels, or i-Ready data will be used to determine the level of text that will be used by students. Once the level of required instruction is determined, teachers will utilize the appropriate level of text for read-aloud, independent reading, small group, and whole group instruction in an effort to expose students to various forms of literature and to engage them in authentic purposeful reading.

e) The district will utilize a variety of accessible tools and materials as warranted by the students' Individualized Educational Plans. Assistive technology and adaptive devices (Ex: text to speech, braille, enlarged text) are used consistently to ensure all learners have equal access to the grade level content.

7 Students' college-career readiness is dependent upon high quality learning opportunities in content area and elective classrooms. What instructional practices are used to help students develop literacy skills for critical thinking and content area mastery? Describe how teachers are implementing text-based content area instruction in:

- English/language arts;
- History/social studies;
- Science/technical subjects;
- Mathematics; and
- Elective classes

Reading is an essential component that extends across the curriculum. All content area and CTE teachers will align reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen content-area knowledge. By using effective strategies from the reading coach, content area and CTE teachers will strive to increase literacy across the curriculum for all students. To ensure success, for the last three years all content area teachers are encouraged to become NGCAR-PD certified. This year the focus will be on content area and CTE teachers to become NGCAR-PD certified.

NGCAR-PD focuses on close reading and the ability for students to read high quality text closely and gain knowledge from the texts is a top priority because:

A) A significant percentage of questions/tasks will be text dependent. Aligned curriculum materials will include rigorous text dependent questions that require students to demonstrate that they are able to follow the details of what is explicitly stated but also are able to make valid claims that square with all evidence in the text. Text dependent questions can only be answered by careful scrutiny of the text, and specifically by referring to evidence from the text itself to support the response.

B) Questions and tasks will require the use of textual evidence, including supporting logical inferences from the text. Students will become more adept at drawing evidence from the text and explaining their evidence orally and in writing. Aligned curriculum materials will include explicit models of high quality evidence-based answers to questions—samples of proficient student responses—about specific texts from each grade. Questions will require students to demonstrate that they follow the details of what is explicitly stated and are able to make non-trivial inferences beyond what is explicitly stated in the text to what logically follows from the evidence in the text. Evidence will play a similarly crucial role in student writing, speaking and listening; an increasing command of evidence in texts is essential to making progress in reading as well as the other literacy strands.

C) Questions and tasks will require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students will need to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned instruction should therefore require students to demonstrate that they have followed the details and logic of an author's argument before they are asked to evaluate the thesis or compare the thesis to others. When students critique, instruction will require them to return to the text to check the quality and accuracy of their evaluations and interpretations. Students can and should make connections between texts, but this activity must not supersede the close examination of each specific text.

D) Rather than emphasizing more general strategies and questions, text specific questions and tasks will reinforce focus on the text and cultivate independence. Reading strategies as well as broader questions and themes will be embedded in the actual reading of the text rather than being taught as a separate body of material. A significant portion of the time spent with each text will provide opportunities for student independent work within and outside of class analyzing the text.

Also, content area and CTE teachers will be encouraged to set up a literacy-rich classroom through the use of classroom libraries, periodicals, a variety of appropriate texts, and word walls. All vocabulary used on the word walls will mirror the instruction for that subject area. Content area and CTE teachers will incorporate reading and literacy instruction to assist students with achieving academic progress across the curriculum through reading and literacy.

8 Explain how the school will address writing from sources as a means to strengthen and deepen text comprehension, increase domain-specific knowledge and provide meaningful writing opportunities:

- How will writing from sources be supported in reading intervention courses to accelerate student literacy development? Describe how students will have consistent access to appropriate texts (via universal design principles) for gathering and researching information.
- How will writing from source be incorporated across the curriculum in content-area course? Describe how content-area courses will provided frequent opportunities for students to engage in short research projects to research and write on various content-area topics.

Literacy emerges when reading and writing are fully integrated and the knowledge of one process reinforces knowledge and practice of the other. Research has consistently found that writing taught along with reading increases ability in both areas. Teachers will provide multiple opportunities to write (i.e., reflection logs, performance tasks, predictive/final writing, responding to literature, research project, etc.) from various sources in the classroom for middle and high school students to develop reading and writing strategies. The reading coach and the media specialist will collaborate with content area teachers to support them as they implement applicable reading and writing strategies across the curriculum. The group will work to identify appropriate texts that align with subject area topics.

Students will have many opportunities to complete research projects and/or performance task through the use of resources from the public library, classroom library or computers and scheduled visits to the school site media center. To ensure that students have consistent access to the appropriate texts for gathering and researching information, the web-based program i-Ready provides a lexile score after each diagnostic for all students. This lexile measure can be used to match students with books and other materials needed at an appropriate complexity level. This database is linked to “Find a Book, i-Ready” where students can also search for books and build customized reading lists. Teachers will use this resource to support students as they use texts to engage in short research projects and/or performance tasks to research and write on various content-area topics. They will also use these challenging supplemental texts in instructional activities that strengthen and deepen text comprehension, increase domain-specific knowledge, and provide meaningful writing and research opportunities.

All activities will be documented in lesson plans. School administrators and reading coaches will review lesson plans and conduct classroom walk-throughs to ensure the alignment of reading and writing across the curriculum in all classrooms to deepen comprehension. Content area textbooks will be adopted based on their ability to provide support for reading and writing activities, thus encouraging writing across the curriculum. Ongoing professional development that will address all areas of writing and how it applies to all curricular areas will be provided.

Comment:

How will students have consistent access to appropriate texts for research?

-
- 9 What supportive reading opportunities will be provided beyond the school day? Include criteria for student eligibility and how these opportunities are linked to reading instruction provided during the school day.

The before, after, and summer school reading activities that will be utilized in Gadsden includes

mentoring and tutoring activities. School will use district-approved supplementary core and/or non-core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enrichment programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students are prioritized based on data with students scoring at the lowest levels having top priority.

Eligibility for before, after, and summer school will be determined by, but not limited to, the most recent data wherein the students scoring at the lowest levels will have first priority. Results of teacher administered reading assessments and benchmark assessments along with their observations may be used to recommend students for participation. To ensure that activities are linked to reading instruction provided during the day, teachers will communicate and collaborate with program leaders and/or instructors so that instructional models and practices are seamlessly continued into the extended school day. Intensive instruction in extended day sessions will be aligned with the ELA focus for the week and will target tier 2 and tier 3 remediation in identified areas.

10 For the following unique student populations, which screening and progress monitoring tools are used to determine instructional needs in reading and subsequent placement in intervention:

- Non-English speaking ELL
- Students with significant cognitive disabilities who take the FAA
- Students with a severe speech impairment (i.e. severe articulation or speech fluency)
- Students who are deaf or hard-of-hearing
- Students with a severe visual impairment
- Grades 6 and above transfer students who do not have FSA ELA scores and/or other standardized reading scores.

NOTE: If no scores are available, appropriate assessments should be administered to determine the overall reading ability of the student and to identify appropriate placement.

Our unique student population is screened and progress monitored using the same tools as general education students. If this is not possible, the following screening and diagnostic tools are used to determine the instructional needs in reading and subsequent placement in intervention for each student population:

*Non-English speaking ELL students are administered the IPT (IDEA Proficiency Test).

*Students with significant cognitive disabilities who take the FAA are administered assessments based on their cognitive disability.

*Students with severe speech impairment (i.e. severe articulation or speech fluency) are given the same assessments as general education students (FAIR-FS and i-Ready) unless they are cognitively impaired.

* Students who are deaf are not serviced by the district and sent to W.T.Moore in Tallahassee. If they are hard of hearing, they are given the same assessments as general education students.

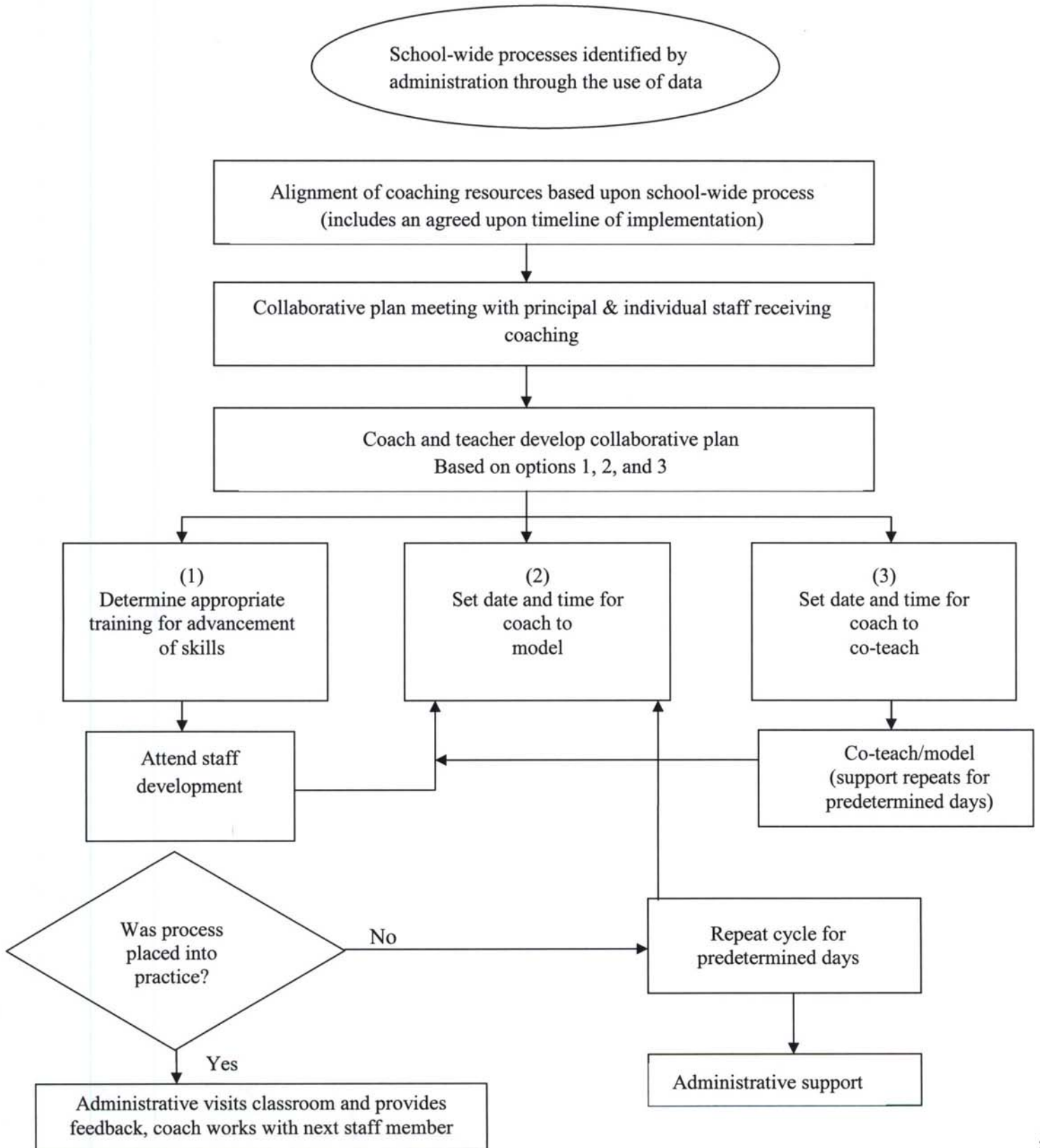
*Students with a severe visual impairment are given the FAIR-FS Alternative Assessment or enlarged text of written assessments. The teacher also has the flexibility of changing the background color to yellow to support the student.

*Grade 6 and above transfer students who do not have FSA ELA scores and/or other standardized reading scores are given the FAIR-FS and/or i-Ready assessment to determine placement.

Data Driven Reading Coach Process Chart

Gadsden District Data Driven Reading Coach Process Chart

Data Driven Coaching A Process for Teaching Coaching to Increase Student Achievement



Professional Development Charts

Florida Department of Education

District : Gadsden
Professional Development in Reading

Print Professional Development

Select Chart: 2 Overview of District K-12 Comprehensive Reading Plan Update

Please check one of the following radio buttons:

- Accept Previously Approved Chart New or Revised Chart

Chart A: Please indicate if this professional development applies to the Reading Endorsement

- Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
 Middle School
 High School

Name of Professional Development:

Overview of District K-12 Comprehensive Reading Plan Update

Information about the delivery model:

Who will provide the professional development?

The District Reading Contact and Gadsden Reading Coaches

Who is the targeted audience for the professional development?

K-5th grade teachers of reading, ESE/ESOL teachers, and secondary teachers of reading and English

How will the professional development be delivered?

Face-to-Face Workshops

What is the length of the professional development?

One hour minimum per session

Professional Development in Assessment and the Six Components of Reading

Check as many as applicable

- Oral Language
 Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment
 Other

For Other, Please describe in detail below

Increasing and/or solidifying program knowledge to ensure implementing the instructional program with fidelity.

- Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed

- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
(list and describe in the textbox below)

- Report of the National Reading Panel
 - Preventing Reading Difficulties in Young Children
 - University of Oregon (DIBELS)
 - USDOE Developed ~ Put Reading First
 - Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

- Reading Coach (Explain below)

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

- Mentor Teacher (Explain below)

- Principal (Explain below)

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instruction.

- Assistant Principal (Explain below)

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

- District Staff (Explain below)

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

- Publisher (Explain below)

- Contracted Follow-up (Explain below)

- Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

Florida Department of Education

District : Gadsden
Professional Development in Reading

Print Professional Development

Select Chart: 34 Journeys Common Core Reading Program (K - 6) *

Please check one of the following radio buttons:

- Accept Previously Approved Chart New or Revised Chart

Chart A: Please indicate if this professional development applies to the Reading Endorsement

- Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
 Middle School
 High School

Name of Professional Development:

Journeys Common Core Reading Program (K - 6)

Information about the delivery model:

Who will provide the professional development?

Houghton Mifflin Harcourt Trained Consultants, Reading Coaches and District Reading Specialists

Who is the targeted audience for the professional development?

K - 6th grade teachers of reading, ESE/ESOL teachers, elementary and middle school administrators, and reading coaches

How will the professional development be delivered?

Face-to-Face Workshop(s) or via online with Classroom Connect (On-Demand eLearning)

What is the length of the professional development?

One-half day minimum per session

Professional Development in Assessment and the Six Components of Reading

Check as many as applicable

- Oral Language
 Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment
 Other

For Other, Please describe in detail below

Reading Toolkit (Intensive Intervention for below-level students)

- Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed

- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
(list and describe in the textbox below)

- Report of the National Reading Panel
 - Preventing Reading Difficulties in Young Children
 - University of Oregon (DIBELS)
 - USDOE Developed ~ Put Reading First
 - Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

Follow-up provided by:
Check as many as applicable

- Reading Coach (Explain below)
Reading Coach will follow up by assisting teachers and/or modelling effective techniques at the school level.
- Mentor Teacher (Explain below)
- Principal (Explain below)
Principal will follow up by conducting frequent classroom walk-throughs for formal and/or informal observation.
- Assistant Principal (Explain below)
Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
- District Staff (Explain below)
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective literacy environment.
- Publisher (Explain below)
Publisher will follow up by assigning highly trained consultants to provide guidance and support with program implementation.
- Contracted Follow-up (Explain below)
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below

Florida Department of Education

District : Gadsden Professional Development in Reading

Print Professional Development

Select Chart: 41 Houghton Mifflin Harcourt Florida Collections (6th - 12th) *

Please check one of the following radio buttons:

- Accept Previously Approved Chart New or Revised Chart

Chart A: Please indicate if this professional development applies to the Reading Endorsement

- Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
 Middle School
 High School

Name of Professional Development:

Houghton Mifflin Harcourt Florida Collections (6th - 12th)

Information about the delivery model:

Who will provide the professional development?

Houghton Mifflin Harcourt Trained Consultants, Reading Coaches, and ETO/District Reading Specialists

Who is the targeted audience for the professional development?

All middle and high school ELA teachers, ESE/ESOL teachers, intensive teachers, reading coaches, and administrators

How will the professional development be delivered?

Face-to-face Workshop(s) or via Online with my.hrw

What is the length of the professional development?

The length may vary for 30 minutes online to a full day face-to-face

Professional Development in Assessment and the Six Components of Reading

Check as many as applicable

- Oral Language
 Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment
 Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed

- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
(list and describe in the textbox below)

- Report of the National Reading Panel
 - Preventing Reading Difficulties in Young Children
 - University of Oregon (DIBELS)
 - USDOE Developed ~ Put Reading First
 - Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

Follow-up provided by:
Check as many as applicable

- Reading Coach (Explain below)
Reading Coach will follow up by assisting teachers and/or modelling effective techniques at the school level.
- Mentor Teacher (Explain below)
- Principal (Explain below)
Principal will follow up by conducting frequent classroom walk-throughs for formal and/or informal observation.
- Assistant Principal (Explain below)
Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
- District Staff (Explain below)
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective literacy environment.
- Publisher (Explain below)
Publisher will follow up by assigning highly trained consultants to provide guidance and support with program implementation.
- Contracted Follow-up (Explain below)
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below

Florida Department of Education

District : Gadsden
Professional Development in Reading

Print Professional Development

Select Chart: 40 i-Ready/Ready Blended Program *

Please check one of the following radio buttons:

- Accept Previously Approved Chart New or Revised Chart

Chart A: Please indicate if this professional development applies to the Reading Endorsement

- Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
 Middle School
 High School

Name of Professional Development:

i-Ready/Ready Blended Program

Information about the delivery model:

Who will provide the professional development?

Trained consultants from i-Ready

Who is the targeted audience for the professional development?

All teachers, administrators, and select district personnel

How will the professional development be delivered?

Online and face-to-face

What is the length of the professional development?

The length will vary from 30 minutes online to a full day of face-to-face

Professional Development in Assessment and the Six Components of Reading

Check as many as applicable

- Oral Language
 Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment
 Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study
(list and describe in the textbox below)

Educational Research Institute of America (ERIA)

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

Reading Coach (Explain below)

Reading Coach will follow up by assisting teachers with effective techniques at the school level.

Mentor Teacher (Explain below)

Principal (Explain below)

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instruc

Assistant Principal (Explain below)

Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff (Explain below)

District staff will follow up by assisting as needed to facilitate problem-solving and helping to create an effective instructional literacy envir

Publisher (Explain below)

Publisher will follow-up by assigning highly experienced consultants to provide guidance and support with program implementation.

Contracted Follow-up (Explain below)

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Florida Department of Education

District : Gadsden
Professional Development in Reading

Print Professional Development

Select Chart: 26 Text Complexity *

Please check one of the following radio buttons:

- Accept Previously Approved Chart New or Revised Chart

Chart A: Please indicate if this professional development applies to the Reading Endorsement

- Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
 Middle School
 High School

Name of Professional Development:

Text Complexity

Information about the delivery model:

Who will provide the professional development?

DOE, Reading Coaches

Who is the targeted audience for the professional development?

K-12 Teachers, Administrators, Reading Coaches

How will the professional development be delivered?

Face-to-face, workshops

What is the length of the professional development?

All day

Professional Development in Assessment and the Six Components of Reading

Check as many as applicable

- Oral Language
 Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment
 Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed

- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
(list and describe in the textbox below)

- Report of the National Reading Panel
 - Preventing Reading Difficulties in Young Children
 - University of Oregon (DIBELS)
 - USDOE Developed ~ Put Reading First
 - Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

Follow-up provided by:

Check as many as applicable

- Reading Coach (Explain below)
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
- Mentor Teacher (Explain below)
- Principal (Explain below)
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instruc
- Assistant Principal (Explain below)
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
- District Staff (Explain below)
District staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy envir
- Publisher (Explain below)
- Contracted Follow-up (Explain below)
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below

Florida Department of Education

District : Gadsden
Professional Development in Reading

Print Professional Development

Select Chart: 35 RE-Reading Endorsement Competency 1 - Foundations of Instruction *

Please check one of the following radio buttons:

- Accept Previously Approved Chart New or Revised Chart

Chart A: Please indicate if this professional development applies to the Reading Endorsement

- Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
 Middle School
 High School

Name of Professional Development:

Reading Endorsement Competency 1 - Foundations of Instruction

Information about the delivery model:

Who will provide the professional development?

Beacon Instructors

Who is the targeted audience for the professional development?

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

How will the professional development be delivered?

On-line

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Six Components of Reading

Check as many as applicable

- Oral Language
 Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed

- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
(list and describe in the textbox below)

- Report of the National Reading Panel
 - Preventing Reading Difficulties in Young Children
 - University of Oregon (DIBELS)
 - USDOE Developed ~ Put Reading First
 - Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

Follow-up provided by:
Check as many as applicable

- Reading Coach (Explain below)
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
- Mentor Teacher (Explain below)
- Principal (Explain below)
Principal will follow up by conducting frequent classroom walk-throughs for formal and/or informal observations.
- Assistant Principal (Explain below)
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructions.
- District Staff (Explain below)
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy envi
- Publisher (Explain below)
- Contracted Follow-up (Explain below)
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below

Florida Department of Education

District : Gadsden
Professional Development in Reading

Print Professional Development

Select Chart: 30 RE-Reading Endorsement Competency 2 - Application of Research-Based Instructional Practices ▼

Please check one of the following radio buttons:

- Accept Previously Approved Chart New or Revised Chart

Chart A: Please indicate if this professional development applies to the Reading Endorsement

- Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
 Middle School
 High School

Name of Professional Development:

Reading Endorsement Competency 2 - Application of Research-Based Instructional Practices

Information about the delivery model:

Who will provide the professional development?

District Reading Specialists trained by Performance Learning Consultants

Who is the targeted audience for the professional development?

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

How will the professional development be delivered?

Face-to-Face

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Six Components of Reading

Check as many as applicable

- Oral Language
 Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment
 Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed

- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
(list and describe in the textbox below)

- Report of the National Reading Panel
 - Preventing Reading Difficulties in Young Children
 - University of Oregon (DIBELS)
 - USDOE Developed ~ Put Reading First
 - Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

Follow-up provided by:
Check as many as applicable

- Reading Coach (Explain below)
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
- Mentor Teacher (Explain below)
- Principal (Explain below)
Principal will follow up by conducting frequent classroom walk-throughs for formal and/or informal observations.
- Assistant Principal (Explain below)
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructions.
- District Staff (Explain below)
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
- Publisher (Explain below)
- Contracted Follow-up (Explain below)
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below

Florida Department of Education

District : Gadsden
Professional Development in Reading

Print Professional Development

Select Chart: 37 RE-Reading Endorsement Competency 3 - Assessment *

Please check one of the following radio buttons:

- Accept Previously Approved Chart New or Revised Chart

Chart A: Please indicate if this professional development applies to the Reading Endorsement

- Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
 Middle School
 High School

Name of Professional Development:

Reading Endorsement Competency 3 - Assessment

Information about the delivery model:

Who will provide the professional development?

Beacon Instructors

Who is the targeted audience for the professional development?

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

How will the professional development be delivered?

On-line

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Six Components of Reading

Check as many as applicable

- Oral Language
 Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment
 Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed

- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
(list and describe in the textbox below)

- Report of the National Reading Panel
 - Preventing Reading Difficulties in Young Children
 - University of Oregon (DIBELS)
 - USDOE Developed ~ Put Reading First
 - Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

Follow-up provided by:
Check as many as applicable

- Reading Coach (Explain below)
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
- Mentor Teacher (Explain below)
- Principal (Explain below)
Principal will follow up by conducting frequent classroom walk-throughs for formal and/or informal observations.
- Assistant Principal (Explain below)
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instruction.
- District Staff (Explain below)
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
- Publisher (Explain below)
- Contracted Follow-up (Explain below)
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below

Florida Department of Education

District : Gadsden
Professional Development in Reading

Print Professional Development

Select Chart: 38 RE-Reading Endorsement Competency 4 - Differentiated Instruction *

Please check one of the following radio buttons:

- Accept Previously Approved Chart New or Revised Chart

Chart A: Please indicate if this professional development applies to the Reading Endorsement

- Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
 Middle School
 High School

Name of Professional Development:

Reading Endorsement Competency 4 - Differentiated Instruction

Information about the delivery model:

Who will provide the professional development?

Beacon Instructors

Who is the targeted audience for the professional development?

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

How will the professional development be delivered?

On-line

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Six Components of Reading

Check as many as applicable

- Oral Language
 Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed

- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
(list and describe in the textbox below)

- Report of the National Reading Panel
 - Preventing Reading Difficulties in Young Children
 - University of Oregon (DIBELS)
 - USDOE Developed ~ Put Reading First
 - Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

Follow-up provided by:
Check as many as applicable

- Reading Coach (Explain below)
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
- Mentor Teacher (Explain below)
- Principal (Explain below)
Principal will follow up by conducting frequent classroom walk-throughs for formal and/or informal observations.
- Assistant Principal (Explain below)
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructions.
- District Staff (Explain below)
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
- Publisher (Explain below)
- Contracted Follow-up (Explain below)
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below

Florida Department of Education

District : Gadsden
Professional Development in Reading

Print Professional Development

Select Chart: 39 RE-Reading Endorsement Competency 5 - Demonstration of Accomplishment *

Please check one of the following radio buttons:

- Accept Previously Approved Chart New or Revised Chart

Chart A: Please indicate if this professional development applies to the Reading Endorsement

- Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
 Middle School
 High School

Name of Professional Development:

Reading Endorsement Competency 5 - Demonstration of Accomplishment

Information about the delivery model:

Who will provide the professional development?

Beacon Instructors

Who is the targeted audience for the professional development?

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

How will the professional development be delivered?

On-line

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Six Components of Reading

Check as many as applicable

- Oral Language
 Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed

- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
(list and describe in the textbox below)

- Report of the National Reading Panel
 - Preventing Reading Difficulties in Young Children
 - University of Oregon (DIBELS)
 - USDOE Developed ~ Put Reading First
 - Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

Follow-up provided by:
Check as many as applicable

- Reading Coach (Explain below)
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
- Mentor Teacher (Explain below)
- Principal (Explain below)
Principal will follow up by conducting frequent classroom walk-throughs for formal and/or informal observations.
- Assistant Principal (Explain below)
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructions.
- District Staff (Explain below)
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
- Publisher (Explain below)
- Contracted Follow-up (Explain below)
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below

Florida Department of Education

District : Gadsden
Professional Development in Reading

Print Professional Development

Select Chart: 1 NGCAR-PD Bundle *

Please check one of the following radio buttons:

- Accept Previously Approved Chart New or Revised Chart

Chart A: Please indicate if this professional development applies to the Reading Endorsement

- Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
 Middle School
 High School

Name of Professional Development:

NGCAR-PD Bundle

Information about the delivery model:

Who will provide the professional development?

Florida Department of Education and Gadsden Reading Coaches

Who is the targeted audience for the professional development?

Content Area Teachers

How will the professional development be delivered?

Face-to-Face

What is the length of the professional development?

90 hours

Professional Development in Assessment and the Six Components of Reading

Check as many as applicable

- Oral Language
 Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed

- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
(list and describe in the textbox below)

- Report of the National Reading Panel
 - Preventing Reading Difficulties in Young Children
 - University of Oregon (DIBELS)
 - USDOE Developed ~ Put Reading First
 - Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

Follow-up provided by:
Check as many as applicable

- Reading Coach (Explain below)
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
- Mentor Teacher (Explain below)
- Principal (Explain below)
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instruction.
- Assistant Principal (Explain below)
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
- District Staff (Explain below)
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
- Publisher (Explain below)
- Contracted Follow-up (Explain below)
- Other
For Other, Please describe in detail below
A representative from the Florida Department of Education will provide site-based follow-up as requested.
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below

Florida Department of Education

District : Gadsden
Professional Development in Reading

Print Professional Development

Select Chart: 28 Comprehension Instructional Sequence (CIS) *

Please check one of the following radio buttons:

- Accept Previously Approved Chart New or Revised Chart

Chart A: Please indicate if this professional development applies to the Reading Endorsement

- Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
 Middle School
 High School

Name of Professional Development:

Comprehension Instructional Sequence (CIS)

Information about the delivery model:

Who will provide the professional development?

DOE personnel, Consultant(s), Reading Coaches

Who is the targeted audience for the professional development?

K-12 Teachers, Administrators, Reading Coaches

How will the professional development be delivered?

Face-to-face

What is the length of the professional development?

All day

Professional Development in Assessment and the Six Components of Reading

Check as many as applicable

- Oral Language
 Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment
 Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

- Other

For Other, Please describe in detail below

Evidence of Scientific Basis

Check as many as applicable

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed

- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
(list and describe in the textbox below)

- Report of the National Reading Panel
 - Preventing Reading Difficulties in Young Children
 - University of Oregon (DIBELS)
 - USDOE Developed ~ Put Reading First
 - Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

- Other
- For Other, Please describe in detail below

Follow-up provided by:
Check as many as applicable

- Reading Coach (Explain below)
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
- Mentor Teacher (Explain below)
- Principal (Explain below)
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instruction.
- Assistant Principal (Explain below)
Assistant Principal will follow up by assisting teachers in planning, sequencing and/or maximizing instructional delivery models.
- District Staff (Explain below)
District staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
- Publisher (Explain below)
- Contracted Follow-up (Explain below)
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below
- Other
For Other, Please describe in detail below

**Elementary School
Student Achievement & Instruction
Charts**

Chart C

[Back](#)

Wednesday, September 02, 2015 8:58 AM

CHART C: ELEMENTARY INSTRUCTIONAL MATERIALS INFORMATION								
District Name: GADSDEN: 1516								
School Name	CCRP	CIRP/SIRP/Ed Tech	Reading Instruction Minutes Per Day	Assessments (K-2):	Assessments (3-5):	Immediate Intensive Intervention Minutes Per Day	Immediate Intensive Intervention Days Per Week	Group Size Cap for Immediate Intensive Intervention
CARTER PARRAMORE ACADEMY 0231	Houghton Mifflin Harcourt Florida Journeys Common Core-4,5,6 Other:	Other: Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum		Screening NA	Screening Florida Assessments for Instruction in Reading			
				Progress monitoring reported NA	Progress monitoring reported Florida Assessments for Instruction in Reading	K : 0	K : 0	K : 0
			1 : 0	Diagnostic NA	Diagnostic Florida Assessments for Instruction in Reading	1 : 0	1 : 0	1 : 0
			2 : 0			2 : 0	2 : 0	2 : 0
			3 : 0			3 : 0	3 : 0	3 : 0
			4 : 30	Outcome NA	Outcome Florida Assessments for Instruction in Reading	4 : 30	4 : 5	4 : 8
			5 : 30			5 : 30	5 : 5	5 : 8
6 : 0		Other The school does not contain students in grades K-2.	6 : 0	6 : 0	6 : 0			
CHATTAHOOCHEE 0151	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 Other:	SRA Early Interventions in Reading- K,1,2,3 Other: Phonemic Awareness (K-1) Early Reading Tutor (K-3) Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum		Screening Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum	Screening Florida Assessments for Instruction in Reading			
				Progress monitoring reported Florida Assessments for Instruction in Reading	Progress monitoring reported Florida Assessments for Instruction in Reading			
			K : 30	Diagnostic Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum	Diagnostic Florida Assessments for Instruction in Reading	K : 30	K : 5	K : 8
			1 : 30			1 : 30	1 : 5	1 : 8
			2 : 30	Outcome Florida Assessments for Instruction in Reading	Outcome Florida Assessments for Instruction in Reading	2 : 30	2 : 5	2 : 8
			3 : 30			3 : 30	3 : 5	3 : 8
			4 : 30			4 : 30	4 : 5	4 : 8
5 : 30			5 : 30	5 : 5	5 : 8			
6 : 0		Other	6 : 0	6 : 0	6 : 0			

66

				Screening, PM, Diagnostic: i-Ready Blended Curriculum Screening: FLKRS (Kdg) Progress Monitoring: Journeys - FL Benchmark and Unit Tests (K-2)	Screening, PM, Diagnostic: i-Ready Blended Curriculum Progress Monitoring: Journeys - FL Benchmark and Unit Tests (3-5) District Assessments (3-5)			
GADSDEN CENTRAL ACADEMY 9106	Other: Opt Out	Other: Opt Out		Screening Opt Out Progress monitoring reported Opt Out Diagnostic Opt Out Outcome Opt Out Other Opt Out	Screening Opt Out Progress monitoring reported Opt Out Diagnostic Opt Out Outcome Opt Out Other Opt Out			
GADSDEN MAGNET 0101	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 Other:	SRA Early Interventions in Reading- K,1,2,3 Other: Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum		Screening Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum Outcome Florida Assessments for Instruction in Reading Other Screening, PM, Diagnostic: i-Ready Screening; FLKRS (K) Progress Monitoring: FL Benchmark and Unit Tests (K-2) District Assessments (K-2)	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other Screening, PM, Diagnostic: i-Ready Blended Curriculum Progress Monitoring: Journeys - FL Benchmark and Unit Tests (3-5) District Assessment (3-5)			
	Other:	Other:		Screening 	Screening 			

69

GADSDEN VIRTUAL FRANCHISE 7004	N/A	N/A	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	N/A Progress monitoring reported N/A Diagnostic N/A Outcome N/A Other N/A	N/A Progress monitoring reported N/A Diagnostic N/A Outcome N/A Other N/A	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0
GADSDEN VIRTUAL INSTRUCTION PROGRAM 7001	Other: Glencoe:6 Scott Foresman Reading Street- K,1,2,3,4,5	Other: K-2: Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Hooked on Phonics, Compass Learning, Reading A-Z 3-6:Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Hooked on Phonics (3-4 only), Reading A to Z, Book Clulb, Talented Literature Study (Junior Great Books). PACE Grades 3-6	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 90	Screening See "Other" Progress monitoring reported See "Other" Diagnostic See "Other" Outcome See "Other" Other Screening, Progress monitoring and Diagnostic assessments are determined and carried out by virtual school program of their choice. Upon request, the virtual	Screening See "Other" Progress monitoring reported See "Other" Diagnostic See "Other" Outcome See "Other" Other Screening, Progress monitoring and Diagnostic assessments are determined and carried out by virtual school program of their choice. Upon request, the virtual	K : 150 1 : 150 2 : 150 3 : 150 4 : 150 5 : 150 6 : 150	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 5	K : 20 1 : 20 2 : 20 3 : 20 4 : 20 5 : 20 6 : 20
	Other: N/A	Other: N/A		Screening N/A Progress monitoring reported	Screening N/A Progress monitoring reported			

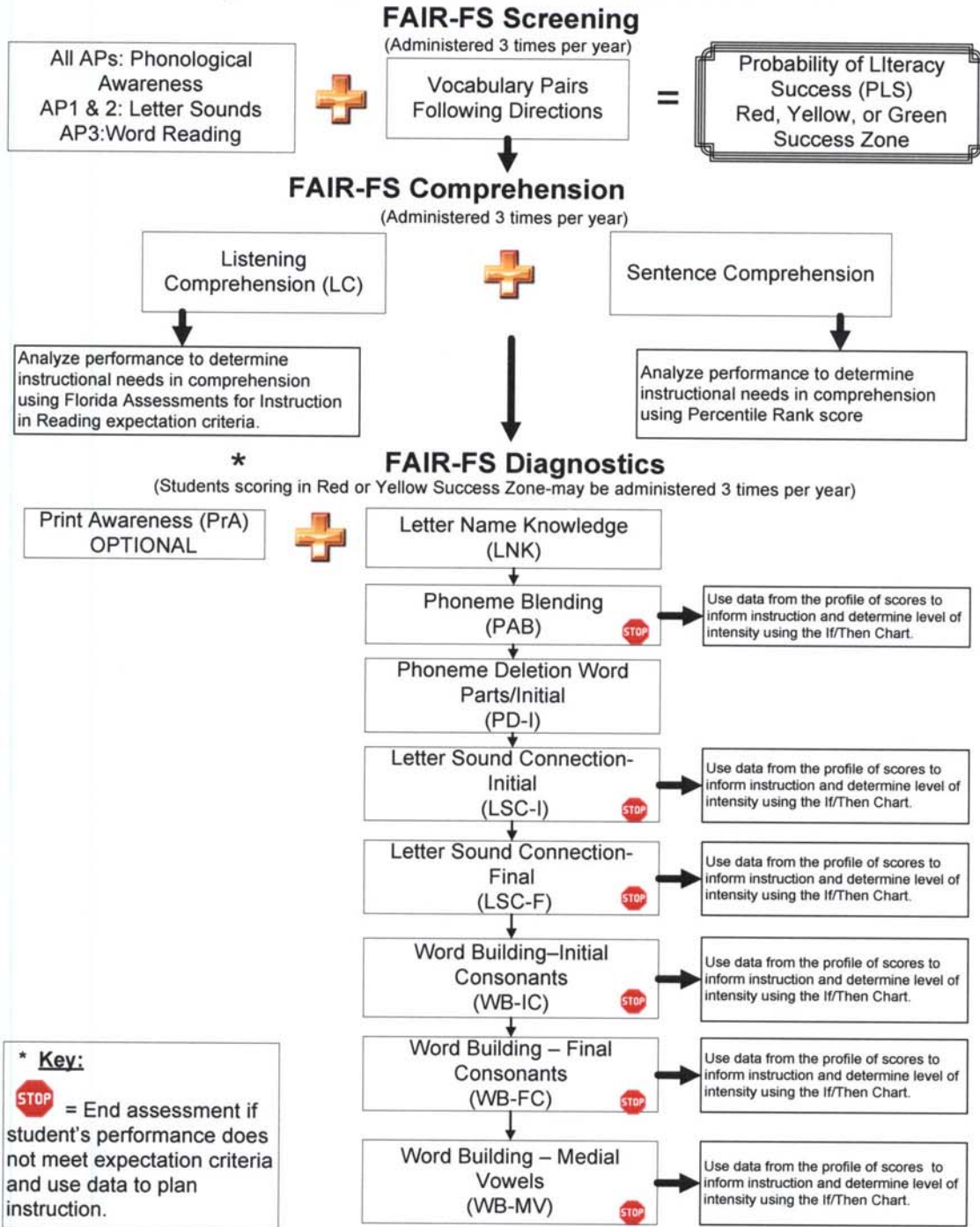
GALLOWAY ACADEMY 9050			K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	N/A Diagnostic N/A Outcome N/A Other N/A	N/A Diagnostic N/A Outcome N/A Other N/A	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0
GEORGE W. MUNROE 0041	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 Other:	SRA Early Interventions in Reading- K,1,2,3 Other: Phonemic Awareness (K- 1) Early Reading Tutor (K-3) Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	Screening Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum Outcome Florida Assessments for Instruction in Reading Other Screening, PM, Diagnostic: i-Ready Screening: FLKRS (K) Progress Monitoring: Fluency Probes (K-2) Progresss Monitoring: FL Benchmark	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other Screening, PM, Diagnostic: i-Ready Progress Monitoring: Journeys - FL Benchmark and Unit Tests (3- 5)Fluency Probes (3-5) Outcome Measrue: FSA	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 3 1 : 3 2 : 4 3 : 4 4 : 5 5 : 5 6 : 0
GREENSBORO 0141	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 Other:	SRA Early Interventions in Reading- K,1,2,3 Other: Phonemic Awareness (K- 1) Early Reading Tutor (K-3) Journeys Reading Tool Kit (K-5) i-Ready	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90	Screening Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum Outcome	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5	K : 6 1 : 6 2 : 6 3 : 6 4 : 6 5 : 6

69

		Blended Curriculum	6 : 0	Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum Other Screening, PM, Diagnostic: i-Ready Screening: FLKRS (K) Progress Monitoring: Fluency Probes (1-2) and FCIM Assessments (1-2) Progress Monitoring: Journeys - FL	Florida Assessments for Instruction in Reading Other Screening, PM, Diagnostic: i-Ready Progress Monitoring: Journeys - FL Benchmark and Unit Tests (3-5) Fluency Probes (3-5) District Assessments (3-5)	6 : 0	6 : 0	6 : 0
GRETNA 0171	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 Other:	SRA Early Interventions in Reading- K,1,2,3 Other: Phonemic Awareness (K-1) Early Reading Tutor (K-3) Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	Screening Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum Outcome Florida Assessments for Instruction in Reading Other Screening, PM, Diagnostic: i-Ready Screening; FLKRS (K) Progress Monitoring: Fluency Probes (1-2) Progress Monitoring: Journeys - FL	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other Screening, PM, Diagnostic: i-Ready Progress Monitoring: Journeys - FL Benchmark and Unit Tests (3-5) Fluency Probes (3-5) District Assessments (3-5)	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 8 1 : 8 2 : 8 3 : 8 4 : 8 5 : 8 6 : 0
HAVANA MAGNET 0091	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 Other:	SRA Early Interventions in Reading- K,1,2,3 Other: Phonemic Awareness (K-1) Early Reading Tutor (K-3) Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	Screening Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum Outcome Florida Assessments for Instruction in Reading Other Screening, PM, Diagnostic: i-Ready Screening: FLKRS (K) Progress Monitoring: Journeys - FL Benchmark Unit Tests (K-2) Fluency Probes (K-2)	Screening Florida Assessments for Instruction in Reading Progress monitoring reported Florida Assessments for Instruction in Reading Diagnostic Florida Assessments for Instruction in Reading Outcome Florida Assessments for Instruction in Reading Other Screening, PM, Diagnostic: i-Ready Progress Monitoring: Journeys - FL Benchmark and Unit Tests (3-5) Fluency Probes (3-5), District Assessments (3-5)	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 8 1 : 8 2 : 8 3 : 8 4 : 8 5 : 8 6 : 0

ST. JOHNS 0191	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 Other:	SRA Early Interventions in Reading- K,1,2,3 Other: Phonemic Awareness (K-1) Early Reading Tutor (K-3) Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	Screening Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum // Progress monitoring reported Florida Assessments for Instruction in Reading // Diagnostic Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum // Outcome Florida Assessments for Instruction in Reading // Other Screening, PM, Diagnostic: i-Ready Screening: FLKRS (Kdg) Progress Monitoring: Journeys - FL Benchmark and Unit Tests (K-2) District Assessments(K-2) //	Screening Florida Assessments for Instruction in Reading // Progress monitoring reported Florida Assessments for Instruction in Reading // Diagnostic Florida Assessments for Instruction in Reading // Outcome Florida Assessments for Instruction in Reading // Other Screening, PM, Diagnostic: i-Ready Blended Curriculum Progress Monitoring: Journeys - FL Benchmark and Unit Tests (3-5) District Assessments (3-5) //	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 8 1 : 8 2 : 8 3 : 8 4 : 8 5 : 8 6 : 0
STEWART STREET 0201	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 Other:	SRA Early Interventions in Reading- K,1,2,3 Other: Phonemic Awareness (K-1) Early Reading Tutor (K-3) Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum	K : 120 1 : 120 2 : 120 3 : 120 4 : 90 5 : 90 6 : 0	Screening Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum // Progress monitoring reported Florida Assessments for Instruction in Reading // Diagnostic Florida Assessments for Instruction in Reading and i-Ready Blended Curriculum // Outcome Florida Assessments for Instruction in Reading // Other Screening: FLKRS(K) Progress Monitoring: Journeys - FL Benchmark and Unit Tests (K-2) District Assessments (K-2) Focus CIM Assessments (K-2) //	Screening Florida Assessments for Instruction in Reading // Progress monitoring reported Florida Assessments for Instruction in Reading // Diagnostic Florida Assessments for Instruction in Reading // Outcome Florida Assessments for Instruction in Reading // Other Progress Monitoring: Journeys - FL Benchmark and Unit Tests(3-5) District Assessments (3-5) Outcome Measrue: FSA Screening, PM, Diagnostic: i-Ready //	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 8 1 : 8 2 : 8 3 : 8 4 : 8 5 : 8 6 : 0

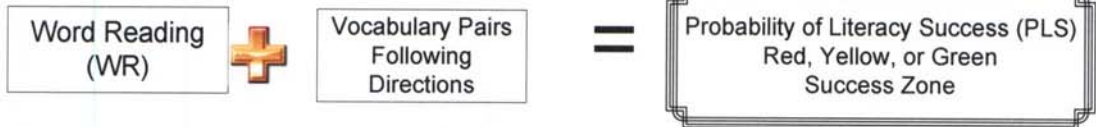
Kindergarten Curriculum and Assessment Decision Tree



1st Grade Curriculum and Assessment Decision Tree

FAIR-FS Screening

(Administered 3 times per year)



FAIR-FS Comprehension

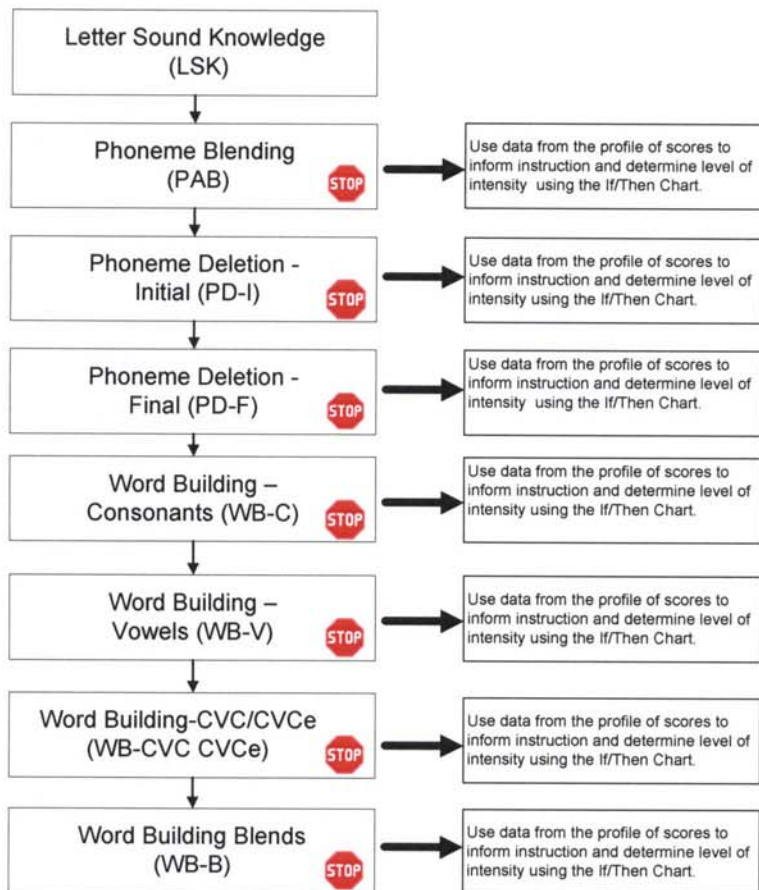
(Administered 3 times per year)



*

FAIR-FS Diagnostic

(Students scoring in Red or Yellow Success Zone-may be administered 3 times per year)



*** Key:**
STOP = End assessment if student's performance does not meet expectation criteria and use data to plan instruction.

2nd Grade Curriculum and Assessment Decision Tree

FAIR-FS Screening

(Administered 3 times per year)

Word Reading
Spelling



Vocabulary Pairs
Following
Directions



Probability of Literacy Success (PLS)
Red, Yellow, or Green
Success Zone

FAIR-FS Comprehension

(Administered 3 times per year)

Reading Comprehension (RC)


Analyze performance to determine instructional needs in fluency (rate and accuracy) and comprehension using Florida Assessments for Instruction in Reading expectation criteria.

FAIR-FS Diagnostic


(Students scoring in Red or Yellow Success Zone may be administered 3 times per year)

Phoneme Deletion-Initial
(PD-I)


Phoneme Deletion-Final
(PD-F)

Word Building
Consonants
(WB-C) 


Use data from the profile of scores to inform instruction and determine level of intensity using the If/Then Chart.

Word Building- CVC and
CVCe
(WB-CVC, CVCe) 

Use data from the profile of scores to inform instruction and determine level of intensity using the If/Then Chart.

Word Building Blends/
Vowels
(WB-B/V) 

Use data from the profile of scores to inform instruction and determine level of intensity using the If/Then Chart.

Multisyllabic Word
Reading (Multi) 

Use data from the profile of scores to inform instruction and determine level of intensity using the If/Then Chart.

*** Key:**


 = End assessment if student's performance does not meet expectation criteria and use data to plan instruction.

Chart D1 – K-2 Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading (Gadsden)

Continued

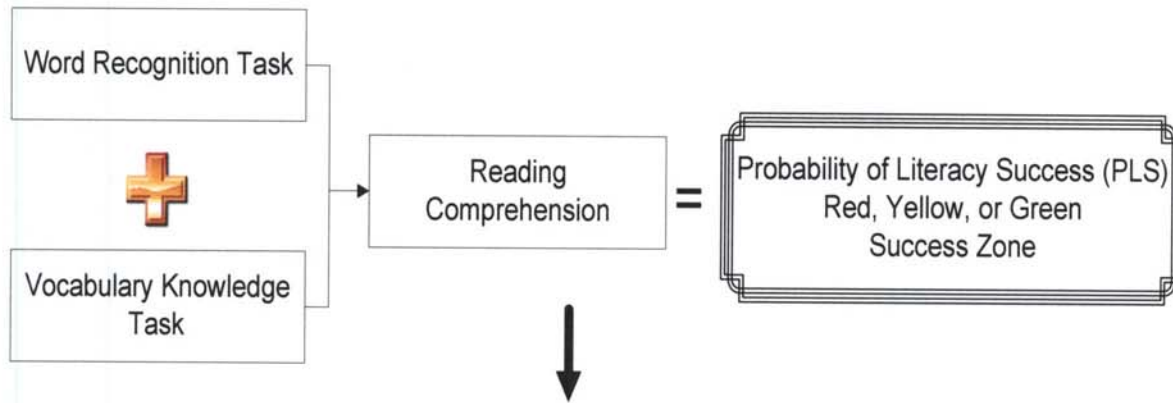
Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Kindergarten-2nd Grade</p> <p>Administer FAIR-FS</p>	<p>Assessment Period 1: August/September 2015</p> <p>Assessment Period 2: January 2016</p> <p>Assessment Period 3: April 2016</p>	<p>Student's Probability of Literacy Success (PLS) score is at or above 85% (Green Success Zone) and Listening/Reading Comprehension score is 4 or above</p>	<p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</p>	<p>Houghton Mifflin Harcourt Journeys Common Core</p> <p>i-Ready/Ready Blended Curriculum</p>
		<p>Student's Probability of Literacy Success (PLS) score is 16-84% (Yellow Success Zone)</p>	<p>Administer Sentence Comprehension & Diagnostic Inventory. Because there is a wide discrepancy between students scoring in the yellow success zone, use the profile* of screening and diagnostic scores to determine the level of daily differentiated intervention required for students.</p> <p>Note: Students scoring in the Yellow Success Zone will need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</p>	<p>-Houghton Mifflin Harcourt Journeys Common Core</p> <p>-Phonemic Awareness</p> <p>Elements of Reading Vocabulary</p> <p>Write-In Reader</p> <p>Language and Literacy Guide</p> <p>Curious About Words</p> <p>i-Ready/Ready Blended Curriculum</p> <p>-Daily small group differentiated intervention targeted to meet student's instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block.)</p> <p>-Use the profile of scores to determine areas of strengths and weaknesses to target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.</p>

		<p>Student's Probability of Literacy Success (PLS) score is below 16% (Red Success Zone)</p>	<p>Administer Sentence Comprehension & Diagnostic Inventory. Use the profile* of scores to determine the level of daily differentiated intervention required for students. Provide more intensity through additional time, smaller group size, and more targeted instruction.</p>	<p>-Houghton Mifflin Harcourt Journeys Common Core -Phonemic Awareness Early Reading Tutor Early Interventions in Reading Houghton Mifflin Harcourt Reading Tool Kit Curious About Words Kaleidoscope Elements of Reading – Vocabulary i-Ready/Ready Blended Curriculum</p> <p>-Daily small group or individualized differentiated intervention in addition to or an extension of the 90-minute reading block targeted to meet student's instructional needs -Use the profile of scores to determine areas of strengths and weaknesses and target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.</p>
--	--	--	---	--

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

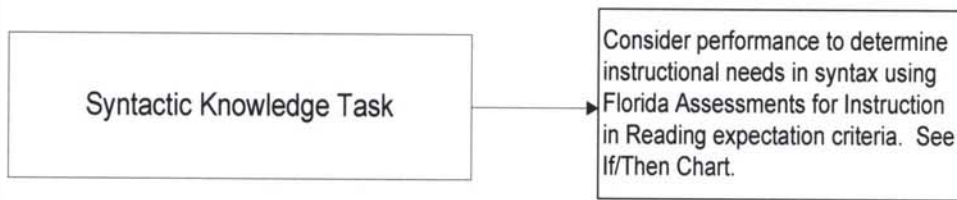
Grades 3-10 Assessment/Curriculum Decision Tree

FAIR-FS Screening (Administered 3 times per year)



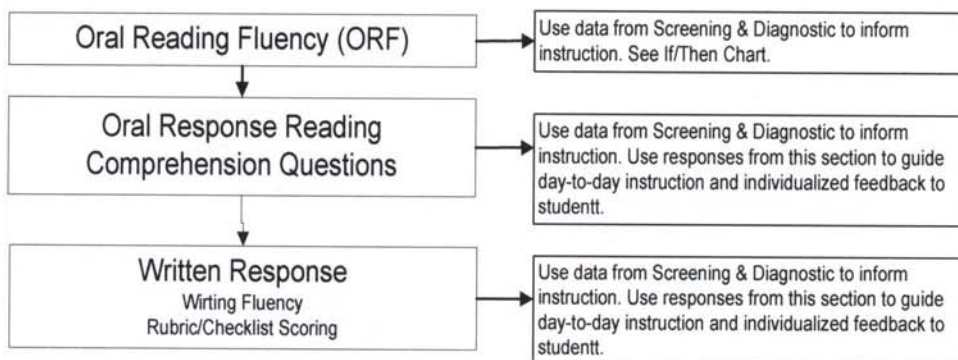
Diagnostic Task

(Students scoring in Red or Yellow Success Zone-may be administered 3 times per year)



Optional Open Response Diagnostic Tasks

(Optional for students scoring in Red, Yellow, or Green Success Zone)



Consider using the ELA Formative Assessment System to monitor progress in each of the targeted skills and standards between Assessment Periods.

Chart D2 - 3-5(6) Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading (Gadsden)

Continued

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grade 3 Administer FAIR-FS to students who have been identified with a reading deficiency as determined by district selected assessment criteria.</p> <p>Grades 4-10 Administer FAIR-FS for students scoring below expectations on the state accountability assessment.</p>	<p>Assessment Period 1: August/September 2015</p> <p>Assessment Period 2: January 2016</p> <p>Assessment Period 3: April 2016</p>	<p>Student's Probability of Literacy Success (PLS) score is at or above 85% (Green Success Zone)</p>	<p>Green Success Zone*</p> <ul style="list-style-type: none"> • Consider individual students' strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction. • Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards <ul style="list-style-type: none"> ○ What programs/strategies do we have available to address these needs? 	<p>Green Success Zone List programs/strategies available in the district to address these needs.</p> <p>Houghton Mifflin Harcourt Journeys Common Core Comprehension Instructional Sequence (CIS) Lessons i-Ready/Ready Blended Curriculum</p>
		<p>Student's Probability of Literacy Success (PLS) score is 84% or less (Yellow or Red Success Zone)</p>	<p>Students receive the Syntactic Knowledge score. Use this score along with the WRT & VKT scores to form a profile[†] to determine the appropriate programs/materials/strategies to meet student needs.</p> <p>WRT, VKT, SKT scores are above 30th percentile Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p>If a student's scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT). List programs/strategies available in the district to address these needs.</p> <p>Houghton Mifflin Harcourt Journeys Common Core Comprehension Instructional Sequence (CIS) Lessons i-Ready/Ready Blended Curriculum Write-In Reader Kaleidoscope</p>

78

		<p>WRT is below 30th percentile</p> <ul style="list-style-type: none"> Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies. If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy). If the student has a high error rate, provide instruction in basic phonics (letter/sound patterns, syllable types, etc.) <p>VKT is below 30th percentile</p> <ul style="list-style-type: none"> Provide instruction in base/root words and prefixes/suffixes. Provide other intensive vocabulary instruction. <p>SKT is below 30th percentile</p> <ul style="list-style-type: none"> Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text. <p>*Consider use of the Open Response task to further assist in determining student misconceptions and instructional needs.</p> <p>**Note: The 30th percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30th percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida! after data is collected with the new end-of-year outcome assessment.</p>	<p>If a student's scores indicate difficulties with word recognition (WRT, fluency) only. List programs/strategies available in the district to address these needs.</p> <p>Write – In Reader Leveled Libraries Kaleidoscope Houghton Mifflin Harcourt Reading Tool Kit (Oral Reading Fluency) i-Ready/Ready Blended Curriculum</p> <p>If a student's scores indicate difficulties with oral language (VKT, SKT) only. List programs/strategies available in the district to address these needs.</p> <p>Write – In Reader Leveled Libraries Kaleidoscope Houghton Mifflin Harcourt Reading Tool Kit (Vocabulary) i-Ready/Ready Blended Curriculum</p> <p>If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT). List programs/strategies available in the district to address these needs.</p> <p>Kaleidoscope Write-In Reader Houghton Mifflin Harcourt Reading Tool Kit Early Reading Tutor i-Ready/Ready Blended Curriculum</p>
--	--	---	--

6/9

					*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods.
--	--	--	--	--	---

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

**Middle & High School
Student Achievement & Instruction
Charts**

Chart F

[Back](#)

Wednesday, September 02, 2015 9:09 AM

CHART F: MIDDLE SCHOOL INSTRUCTIONAL MATERIALS INFORMATION										
District Name: GADSDEN: 1516										
School Name	Development Reading (For Students on or Above Grade Level in Reading Required to Take a Reading Course)	CIRP/SIRP/Ed Tech	Assessments:	Reading Intervention Minutes/Day for Level 1 and 2 Disfluent Students Grades 6-8	Reading Intervention Days/Week for Level 1 and 2 Disfluent Students Grades 6-8	Reading Intervention Minutes/Day for Level 1 and 2 Fluent Students Grades 6-8	Reading Intervention Days/Week for Level 1 and 2 Fluent Students Grades 6-8	Class Size Cap for Reading Intervention Courses	Content Area Reading Intervention Provided to Fluent Level 2 Readers	Class Size Cap for Content Area Reading Intervention Courses
CARTER PARRAMORE ACADEMY 0231	Other: HMH Florida Collections	Other: Classroom Libraries Houghton Mifflin Harcourt Literacy Tool Kit i-Ready/Ready Blended Curriculum HMH Florida Collections Close Reader	Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading 2015-16 Student Placement Screening/Diagnostic/Other Comprehensive Screening Assessment Progress Monitoring: District Assessments	6 : 100 7 : 100 8 : 100	6 : 5 7 : 5 8 : 5	6 : 100 7 : 100 8 : 100	6 : 5 7 : 5 8 : 5	15	Yes	15
GADSDEN CENTRAL ACADEMY	Other: N/A	Other: N/A	Screening N/A Progress monitoring reported (fluent) N/A Progress monitoring reported (disfluent) N/A Outcome measure N/A	6 : 0 7 : 0	6 : 0 7 : 0	6 : 0 7 : 0	6 : 0 7 : 0	N/A	No	

88

9106			N/A	8:0	8:0	8:0	8:0			
			2015-16 Student Placement Screening/Diagnostic/Other N/A							
GADSDEN MAGNET 0101	Other: HMH Florida Collections	Other: Classroom Libraries Houghton Mifflin Harcourt Florida Journeys Common Core- 6th grade i-Ready/Ready Blended Curriculum HMH Florida Collections Close Reader	Screening Florida Assessment for Instruction in Reading Progress monitoring reported (fluent) Florida Assessment for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessment for Instruction in Reading Outcome measure FCAT 2.0 2015-16 Student Placement Screening/Diagnostic/Other Progress Monitoring: District Assessments FL Benchmark and Unit Tests	6:100 7:100 8:100	6:5 7:5 8:5	6:50 7:50 8:50	6:5 7:5 8:5	22	Yes	22
GADSDEN VIRTUAL FRANCHISE 7004	Other: N/A	Other: N/A	Screening N/A Progress monitoring reported (fluent) N/A Progress monitoring reported (disfluent) N/A Outcome measure N/A 2015-16 Student Placement Screening/Diagnostic/Other N/A	6:0 7:0 8:0	6:0 7:0 8:0	6:0 7:0 8:0	6:0 7:0 8:0	N/A	Yes	N/A
	Other:	Fast ForWord- 6,7,8	Screening					20	Yes	20

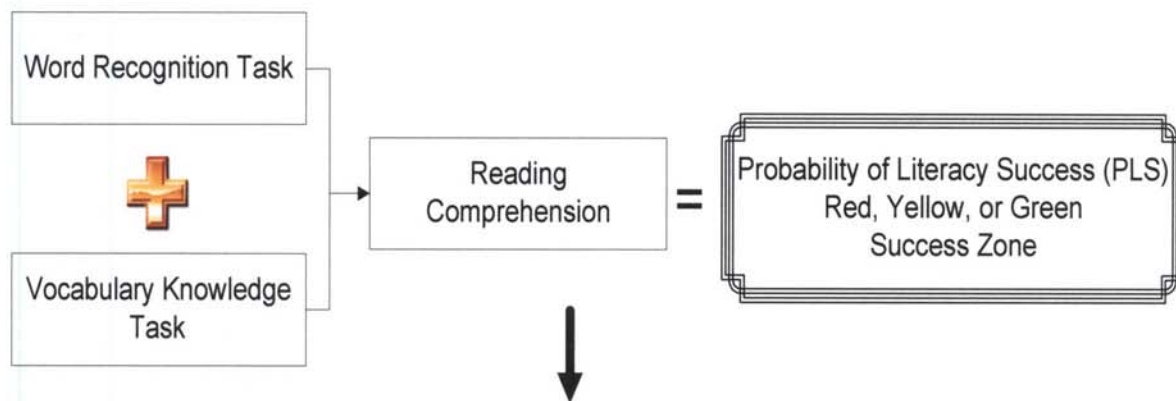
GADSDEN VIRTUAL INSTRUCTION PROGRAM 7001	Glencoe: 6-8 used in Intensive Language Arts course	Other: Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Reading A to Z, Book Club, Talented Literature Study (Junior Great Books), PACE Grades 3-6	See "Other" Progress monitoring reported (fluent) See "Other" Progress monitoring reported (disfluent) See "Other" Outcome measure See "Other" 2015-16 Student Placement Screening/Diagnostic/Other Screening, Progress monitoring and Diagnostic assessments are determined and carried out by	6 : 150 7 : 150 8 : 150	6 : 5 7 : 5 8 : 5	6 : 150 7 : 150 8 : 150	6 : 5 7 : 5 8 : 5			
HAVANA MAGNET 0091	Other:	Other:	Screening Progress monitoring reported (fluent) Progress monitoring reported (disfluent) Outcome measure 2015-16 Student Placement Screening/Diagnostic/Other	6 : 7 : 8 :	6 : 7 : 8 :	6 : 7 : 8 :	6 : 7 : 8 :			
HOPE ACADEMY 9102	Other: N/A	Other: N/A	Screening N/A Progress monitoring reported (fluent) N/A Progress monitoring reported (disfluent) N/A Outcome measure N/A	6 : 0 7 : 0 8 : 0	6 : 0 7 : 0 8 : 0	6 : 0 7 : 0 8 : 0	6 : 0 7 : 0 8 : 0	N/A	No	

48

			2015-16 Student Placement Screening/Diagnostic/Other N/A							
JAMES A. SHANKS MIDDLE 0211	Other: HMH Florida Collections	Other: Classroom Libraries 6,7,8 Houghton Mifflin Harcourt Florida Journeys Common Core-6 i-Ready/Ready Blended Curriculum HMH Florida Collections Close Reader	Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading 2015-16 Student Placement Screening/Diagnostic/Other Comprehensive Screening Assessment Progress Monitoring: District Assessments	6 : 100 7 : 100 8 : 100	6 : 5 7 : 5 8 : 5	6 : 100 7 : 100 8 : 100	6 : 5 7 : 5 8 : 5	22	Yes	22
WEST GADSDEN HIGH 0051	Other: HMH Florida Collections	Other: Class Set Novels 6,7,8 Houghton Mifflin Harcourt Florida Journeys Common Core-6 i-Ready/Ready Blended Curriculum HMH Florida Collections Close Reader	Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading 2015-16 Student Placement Screening/Diagnostic/Other Progress Monitoring: District Assessments FL Benchmark and Unit Assessments	6 : 100 7 : 100 8 : 100	6 : 5 7 : 5 8 : 5	6 : 100 7 : 100 8 : 100	6 : 5 7 : 5 8 : 5	22	Yes	22

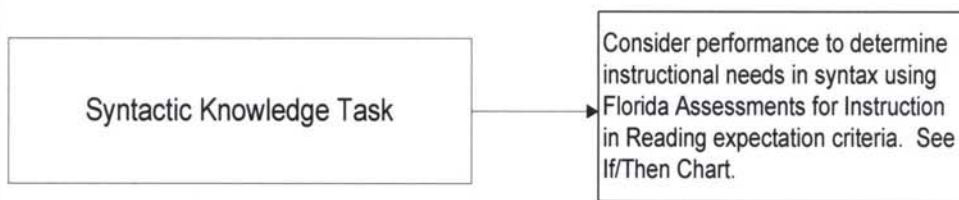
Grades 3-10 Assessment/Curriculum Decision Tree

FAIR-FS Screening (Administered 3 times per year)



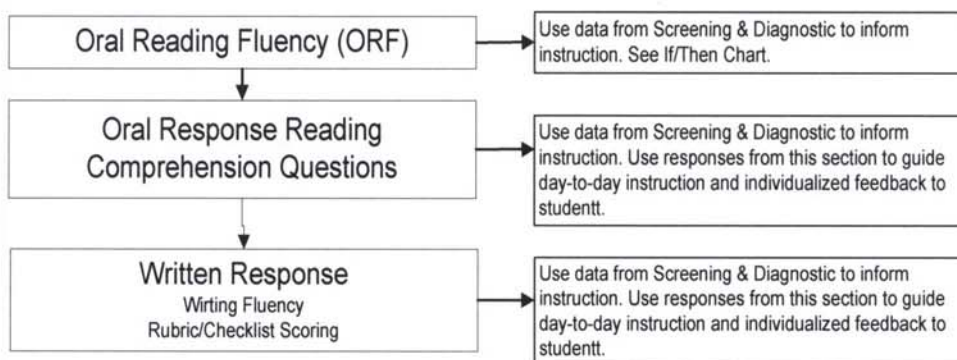
Diagnostic Task

(Students scoring in Red or Yellow Success Zone-may be administered 3 times per year)



Optional Open Response Diagnostic Tasks

(Optional for students scoring in Red, Yellow, or Green Success Zone)



Consider using the ELA Formative Assessment System to monitor progress in each of the targeted skills and standards between Assessment Periods.

Chart G – 6-8 Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading (Gadsden)

Continued

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grade 3 Administer FAIR-FS to students who have been identified with a reading deficiency as determined by district selected assessment criteria.</p> <p>Grades 4-10 Administer FAIR-FS for students scoring below expectations on the state accountability assessment.</p>	<p>Assessment Period 1: August/September 2015</p> <p>Assessment Period 2: January 2016</p> <p>Assessment Period 3: April 2016</p>	<p>Student's Probability of Literacy Success (PLS) score is at or above 85% (Green Success Zone)</p>	<p>Green Success Zone*</p> <ul style="list-style-type: none"> • Consider individual students' strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction. • Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards <ul style="list-style-type: none"> ○ What programs/strategies do we have available to address these needs? 	<p>Green Success Zone List programs/strategies available in the district to address these needs.</p> <p>Houghton Mifflin Harcourt Collections (6th – 12th) HMH Classroom Novels Classroom Libraries Comprehension Instructional Sequence Lessons Kagan Strategies i-Ready/Ready Blended Curriculum</p>
		<p>Student's Probability of Literacy Success (PLS) score is 84% or less (Yellow or Red Success Zone)</p>	<p>Students receive the Syntactic Knowledge score. Use this score along with the WRT & VKT scores to form a profile[†] to determine the appropriate programs/materials/strategies to meet student needs.</p> <p>WRT, VKT, SKT scores are above 30th percentile Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p>If a student's scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT). List programs/strategies available in the district to address these needs.</p> <p>Houghton Mifflin Harcourt Collections (6th – 12th) Houghton Mifflin Harcourt Journeys Common Core (6) HMH Classroom Novels Classroom Libraries Comprehension Instructional Sequence Lessons Kagan Strategies HMH Write-In Reader i-Ready/Ready Blended Curriculum</p>

87

		<p>WRT is below 30th percentile</p> <ul style="list-style-type: none"> Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies. If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy). If the student has a high error rate, provide instruction in basic phonics (letter/sound patterns, syllable types, etc.) <p>VKT is below 30th percentile</p> <ul style="list-style-type: none"> Provide instruction in base/root words and prefixes/suffixes. Provide other intensive vocabulary instruction. <p>SKT is below 30th percentile</p> <ul style="list-style-type: none"> Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text. <p>*Consider use of the Open Response task to further assist in determining student misconceptions and instructional needs.</p> <p>**Note: The 30th percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30th percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida! after data is collected with the new end-of-year outcome assessment.</p>	<p>If a student's scores indicate difficulties with word recognition (WRT, fluency) only. List programs/strategies available in the district to address these needs.</p> <p>Leveled Libraries Journeys Write-In Reader Collections Close Reader Houghton Mifflin Harcourt Literacy Tool Kit (Oral Reading Fluency) Kagan Strategies i-Ready/Ready Blended Curriculum</p> <p>If a student's scores indicate difficulties with oral language (VKT, SKT) only. List programs/strategies available in the district to address these needs.</p> <p>Journeys Write-In Reader Collections Close Reader Houghton Mifflin Harcourt Literacy Tool Kit Leveled Libraries i-Ready/Ready Blended Curriculum</p> <p>If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT). List programs/strategies available in the district to address these needs.</p> <p>Literacy and Language Guide HMH Literacy Tool Kit i-Ready/Ready Blended Curriculum Leveled Libraries Journeys Write-In Reader Collections Close Reader</p>
--	--	---	--



<p>For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.</p>				
				<p>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods.</p>

Chart I

[Back](#)

Wednesday, September 02, 2015 9:10 AM

CHART I: HIGH SCHOOL INSTRUCTIONAL MATERIALS INFORMATION									
District Name: GADSDEN: 1516									
School Name	CIRP/SIRP/Ed Tech	Assessments:	Reading Intervention Minutes/Day for Level 1 and 2 Disfluent Students Grades 9-12	Reading Intervention Days/Week for Level 1 and 2 Disfluent Students Grades 9-12	Reading Intervention Minutes/Day for Level 1 and 2 Fluent Students Grades 9-12	Reading Intervention Days/Week for Level 1 and 2 Fluent Students Grades 9-12	Class Size Cap for Reading Intervention Courses	Content Area Reading Intervention Provided to Fluent Level 2 Readers	Class Size Cap for Content Reading Intervention Courses
CARTER PARRAMORE ACADEMY 0231	Hampton Brown Edge-9,10,11,12 <u>Other:</u> Classroom Libraries ACT/SAT College Readiness English 4-Florida College Prep HMH Collections Close Reader	Screening Florida Assessments for Instruction in Reading					20	Yes	20
		Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading							
		Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading	9 : 100	9 : 5	9 : 50	9 : 5			
		Outcome measure Florida Assessments for Instruction in Reading	10 : 100	10 : 5	10 : 50	10 : 5			
		Outcome measure Florida Assessments for Instruction in Reading	11 : 100	11 : 5	11 : 50	11 : 5			
		2015-16 Student Placement Screening/Diagnostic/Other Screening / Diagnostic: i-Ready District Assessments Unit Assessments	12 : 100	12 : 5	12 : 50	12 : 5			
EAST GADSDEN HIGH 0071	Hampton Brown Edge-9,10,11,12 <u>Other:</u> Classroom Libraries ACT/SAT College Readiness English 4-Florida College	Screening Florida Assessments for Instruction in Reading					22	Yes	22
		Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading							
		Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading	9 : 90	9 : 5	9 : 50	9 : 5			
		Outcome measure Florida Assessments for Instruction in Reading	10 : 90	10 : 5	10 : 50	10 : 5			
		Outcome measure Florida Assessments for Instruction in Reading	11 : 90	11 : 5	11 : 50	11 : 5			

9b

	Prep HMH Collections Close Reader	Florida Assessments for Instruction in Reading 2015-16 Student Placement Screening/Diagnostic/Other Screening / Diagnostic: i-Ready District Assessments Unit Assessments	12 : 90	12 : 5	12 : 50	12 : 5			
FLORIDA STATE HOSPITAL 0241	Other: N/A	Screening NA Progress monitoring reported (fluent) NA Progress monitoring reported (disfluent) NA Outcome measure NA 2015-16 Student Placement Screening/Diagnostic/Other This is not a school, but rather a program in the Gadsden School District.	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	N/A	No	
GADSDEN CENTRAL ACADEMY 9106	Other: N/A	Screening NA Progress monitoring reported (fluent) NA Progress monitoring reported (disfluent) NA Outcome measure NA 2015-16 Student Placement Screening/Diagnostic/Other	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	N/A	No	

GADSDEN TECHNICAL INSTITUTE 0245	Other: N/A	Screening NA Progress monitoring reported (fluent) NA Progress monitoring reported (disfluent) 9 :0 9 :0 9 :0 9 :0 NA 10 :0 10 :0 10 :0 10 :0 Outcome measure 11 :0 11 :0 11 :0 11 :0 NA 12 :0 12 :0 12 :0 12 :0 2015-16 Student Placement Screening/Diagnostic/Other					N/A	No	
GADSDEN VIRTUAL FRANCHISE 7004	Hampton Brown Edge- 9,10,11,12 Other: Classroom Libraries Exemplars ACT/SAT College Readiness English 4 - Florida College Prep Achieve 3000	Screening Florida Assessment for Instruction in Reading Progress monitoring reported (fluent) Florida Assessment for Instruction in Reading Progress monitoring reported (disfluent) 9 :90 9 :5 9 :50 9 :5 Florida Assessment for Instruction in Reading 10 :90 10 :5 10 :50 10 :5 Outcome measure 11 :90 11 :5 11 :50 11 :5 FCAT or assessment on Florida Standards 12 :90 12 :5 12 :50 12 :5 2015-16 Student Placement Screening/Diagnostic/Other Other: Students requiring reading intervention are strongly encouraged to remain in the					22	Yes	22
Eb	Other: Reading interventions and differentiation	Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent)					TBD once the intensive reading course pilot is completed in June 2010.	Yes	1:140--via virtual course model. 24/7 course access for

GADSDEN VIRTUAL INSTRUCTION PROGRAM 7001	determined by proprietary reading profile assessment and available student assessment data.	Florida Assessment for Instruction in Reading Progress monitoring reported (disfluent) 9 : 90 Florida Assessment for Instruction in Reading Outcome measure 11 : 90 Florida Assessment for Instruction in Reading 12 : 90 2015-16 Student Placement Screening/Diagnostic/Other Screening, Progress monitoring and Diagnostic assessments are determined and carried out by the	9 : 90 10 : 90 11 : 90 12 : 90	9 : 5 10 : 5 11 : 5 12 : 5	9 : 60 10 : 60 11 : 60 12 : 60	9 : 5 10 : 5 11 : 5 12 : 5			students; Access to teacher 7 days a week from 8:00 AM to 8:00 PM
HOPE ACADEMY 9102	Other: N/A	Screening NA Progress monitoring reported (fluent) NA Progress monitoring reported (disfluent) 9 : 0 NA 10 : 0 Outcome measure 11 : 0 NA 12 : 0 2015-16 Student Placement Screening/Diagnostic/Other	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	N/A	No	
WEST GADSDEN HIGH 0051	Hampton Brown Edge- 9,10,11,12 Other: Classroom Libraries ACT/SAT College Readiness English 4- Florida College Prep HMH	Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) 9 : 100 Florida Assessments for Instruction in Reading Outcome measure 11 : 100 Florida Assessments for Instruction in Reading 12 : 100	9 : 100 10 : 100 11 : 100 12 : 100	9 : 5 10 : 5 11 : 5 12 : 5	9 : 50 10 : 50 11 : 50 12 : 50	9 : 5 10 : 5 11 : 5 12 : 5	22	Yes	22

66

Collections
Close Reader

**2015-16 Student Placement
Screening/Diagnostic/Other**

Screening / Diagnostic: i-Ready
District Assessments
Unit Assessments

//

Budget

**District: Gadsden
Leadership: Budget**

Research-Based Reading Instruction Allocation 2015-2016

✓ **Approved Section**

	(dollar total)	(percentage) Percentage of Total: (rounded to the nearest percent)
Estimated Expenditures - FEFP Reading Earmark Fund Source:	\$ 335949	
Salaries and Benefits	\$ 124000	37%
Full time Elementary Reading Coach Positions funded by FEFP		
Full time Middle School Reading Coach Positions funded by FEFP		
Full time High School Reading Coach Positions funded by FEFP		
Elementary Reading Intervention Teacher Positions funded by FEFP		
Middle School Reading Intervention Teacher Positions funded by FEFP		
High School Reading Intervention Teacher Positions funded by FEFP		

Detailed breakdown of other salaries

Salaries and benefits for one PK- 12 District Reading Specialist and one 6-12 District Reading Specialist. Salaries and benefits for other reading coaches/reading teachers are being paid from other funding sources.

Professional Development	\$	%
Grades K-3 Amount	\$	
Grades K-3 Detail	.	
Grades 4-5 Amount	\$	
Grades 4-5 Detail	.	
Grades 6-8 Intensive Reading Amount	\$	
Grades 6-8 Intensive Reading Detail	.	
Grades 6-8 Content Area Amount	\$	
Grades 6-8 Content Area Detail	.	
Grades 9-12 Intensive Reading		

Amount	\$		
Grades 9-12 Intensive Reading Detail	.		
Grades 9-12 Content Area Amount	\$		
Grades 9-12 Content Area Detail	.		
Assessment Costs	\$		%
Detailed breakdown of Elementary Assessment category	.		
Detailed breakdown of Middle School Assessment category	.		
Detailed breakdown of High School Assessment category	.		
Programs/Materials	\$		%
Detailed breakdown of Elementary Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)	.		
Detailed breakdown of Middle School Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)	.		
Detailed breakdown of High School Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)	.		
Summer Reading Camps	\$	51949	15%
Detailed breakdown of Summer Reading Camps Category			
		Salaries and benefits for twelve instructional and two non-instructional employees working in the third grade summer reading camp (\$51,949).	
Total Estimated Expenditures - FEFP Reading Earmark Fund Source	\$	335949	

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

DATE OF THIS NOTICE: September 22, 2015

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

PURPOSE AND EFFECT: The purpose and effect of this policy revision and update is to comply with Florida Administrative Code No. 6A-7.0411.

RULEMAKING AUTHORITY: Subsection 1000.41, and 1000.43, Florida Statutes

LAWS IMPLEMENTED: 1000.40, 1000.42, and 1000.43, 1003.31 Florida Statutes

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to amend and adopt policies in order to be in compliance with Florida Statutes.

**A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M.
ON:** Tuesday, October 27, 2015

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

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

NAME OF THE PERSON ORIGINATING THIS RULE:

Rosalyn W. Smith
Deputy Superintendent

NAME OF THE PERSON WHO APPROVED THIS RULE:

Reginald C. James
Superintendent of Schools

DATE OF SUCH APPROVAL: September 22, 2015

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

Reginald C. James, Superintendent of Schools
For Gadsden County, Florida, and Secretary and
Chief Executive Officer of the School Board of
Gadsden County, Florida.

REVISED POLICY

SUPERINTENDENT OF SCHOOLS

The Superintendent, as secretary and executive officer of the School Board, shall have the responsibility for the administration and management of the District's schools and for the supervision of instruction in the District.

The Superintendent shall enforce the rules of the State Board of Education, rules of the Florida Department of Education, and the policies of this Board.

The Superintendent shall provide educational direction for the instructional staff and supervision for the support staff.

The Florida statutes vest in the Superintendent the following powers:

- A. exercise general oversight over the District in order to determine problems and needs, and recommend improvements.
- B. advise and counsel with the Board on all educational matters and make recommendations to the Board for action regarding such matters as should be acted upon.
- C. recommend to the Board such policies as the Superintendent may consider necessary for the District's more efficient operation.
- D. prepare and submit to the Board for adoption such policies to supplement those rules adopted by the State Board of Education that, in the Superintendent's judgment, will contribute to the efficient operation of the District, and, upon adoption by the Board, require compliance with these policies.
- E. from time-to-time prepare, organize, and submit to the Board for adoption such minimum standards relating to the operation of any phase of the District program as are needed, in the Superintendent's judgment, to supplement standards of the State Board of Education and as will contribute to the efficient operation of the District's program, and, upon adoption by the Board, require that said standards are observed.

- F. perform such duties and exercise such responsibilities as are assigned to the Superintendent by law and by rules of the State Board of Education.

The Superintendent shall perform the duties and responsibilities set forth in the Florida statutes, including, but not limited to, the following:

- A. require the participation of all instructional staff members and school administrators in training on the District's standards of ethical conduct and the related policies and procedures upon employment and annually thereafter;
- B. make recommendations, nominations, proposals, and reports required by law to be acted upon by the Board;
- C. keep the Board informed of school operation by preparing Board agendas, providing oral and written communication, scheduling management meetings, and requesting special Board meetings that become necessary to keep the Board properly informed
- D. require that all aspects of District operation comply with State laws and regulations as well as Board contracts and policies
- E. require that all laws, rules of the State Board of Education, and the policies of the Board are properly observed
- F. prepare and submit the annual budget to the Board for adoption and to direct all expenditures within the appropriations adopted by the Board
- G. direct the work of all personnel in accordance with the Florida statutes, Federal law, and the policies of the Board
- H. recommend measures to the Board so that adequate educational facilities are available throughout the District
- I. prepare reports to the Board on the conditions and needs of the schools and to acquaint the public with the said activities and needs

- J. assign staff to their respective teaching duties
- K. work cooperatively with parents and community groups concerned with programs in the schools
- L. participate in such conferences and courses of continuing professional education so that s/he may function more efficiently and effectively
- M. authorize administrators to enter into agreements with consultants
- N. delegate authority to staff in any matters, when it becomes expedient to do so, and assume full responsibility for the execution and satisfactory completion of the delegated activities
- O. recommend to the Board an annual plan for instructional programs

The Superintendent may authorize changes or exceptions as necessary for implementing the instructional program.

Pursuant to State law, the superintendent shall complete four (4) hours of ethics training each calendar year that addresses, at a minimum, the constitutional "Sunshine Law" provisions (Article II, Section 8), the statutory Code of Ethics for Public Officers and Employees (F.S. Chapter 112, Part III), and the public records and public meetings laws. This requirement may be satisfied by completion of a continuing legal education class or other continuing professional education class, seminar, or presentation if the required subjects are covered.

Pursuant to the Florida statutes, the Superintendent shall not knowingly sign and transmit to any state official a report that the Superintendent knows to be false or incorrect. Furthermore, the Superintendent shall investigate any allegation of misconduct by instructional staff members or school administrators, as defined in F.S. 1012.01, which affects the health, safety, or welfare of a student, and shall report the alleged misconduct to the Department as required the Florida statutes and Policy 8141 – Reporting Misconduct.

F.S. 1001.49, 1001.51

REVISED POLICY

Formatted: Font: Bold

PREFERENCE FOR VETERANS IN EMPLOYMENT

Preference in employment, reemployment, promotion, and retention shall be given to an eligible veteran, pursuant to the provisions below, as long as the veteran meets the minimum eligibility requirements and has the knowledge, skills, and abilities required for the particular position.

Appointment or Retention in Positions of Employment

Preference shall be given pursuant to the following:

A. Those disabled veterans:

1. who have served on active duty in any branch of the United States Armed Forces of the United States, have been separated therefrom under honorable conditions received an honorable discharge, and have established the present existence of a service-connected disability which that is compensable under public laws administered by the U.S. Department of Veterans' Affairs; or
2. who are receiving compensation, disability retirement benefits, or pension by reason of public laws administered by the U.S. Department of Veterans' Affairs and the Department of Defense.

B. The spouse of any a person who has a total disability, permanent in nature, resulting from a service-connected disability and who, because of this disability, cannot qualify for employment, and the spouse of any a person missing in action, captured in line of duty by a hostile force, or forcibly detained or interned in line of duty by a foreign government or power.

C. A wartime veteran of any war as defined in F.S. 1.01(14). The veteran must have who has served at least one (1) day during a wartime period to be eligible for veterans' preference. Active duty for training shall may not be allowed for eligibility under this paragraph.

D. The unremarried widow or widower of a veteran who died of a service-connected disability.

1 E. The mother, father, legal guardian, or unremarried widow or
2 widower of a member of the United States Armed Forces who died in
3 the line of duty under combat-related conditions, as verified by the
4 United States Department of Defense.

5
6 F. A veteran as defined in F.S. 1.01(14). Active duty for training may
7 not be allowed for eligibility under this paragraph.

8
9 G. A current member of any reserve component of the United States
10 Armed Forces or the Florida National Guard.

11
12 Preference in employment and retention may be given only to eligible persons who
13 are described above ~~and who are residents of this State.~~

14 In all positions in which the appointment or employment of persons is not subject to
15 a written examination, first preference in appointment, employment, and retention
16 processes shall be given to persons included under A and B above, and second
17 preference shall be given to persons included under C and D above, who possess the
18 minimum qualifications necessary to discharge the duties of the position involved.

19 A disabled veteran employed as the result of being placed at the top of the
20 appropriate employment list shall be appointed for a probationary period of one (1)
21 year. At the end of such period, if the work of the veteran has been satisfactorily
22 performed, the veteran will be subject to the employment policies of the District.

23 **Reinstatement or Reemployment**

24 When a District administrator has served in the Armed Forces of the United States
25 and is discharged or separated therefrom with an honorable discharge, the District
26 shall reemploy or reinstate such person to the same position that s/he held prior to
27 such service in the Armed Forces, or to an equivalent position, provided such person
28 returns to the position within one (1) year of his/her date of separation or, in the
29 case of extended active duty, within one (1) year of the date of discharge or
30 separation subsequent to the extension. Such person shall also be awarded
31 preference in promotion and shall be promoted ahead of all others who are as well
32 qualified or less qualified for the position.

33

**THE SCHOOL BOARD OF
GADSDEN COUNTY**

ADMINISTRATION
1120.11/page 3 of 3

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

Further, the District shall reemploy or reinstate the person who was a veteran when employed by the District and who was recalled to extended active duty in the Armed Forces of the United States and was discharged or separated therefrom with an honorable discharge to the same position that s/he held prior to service in the Armed Forces, or to an equivalent position, provided the person returns to the position within one (1) year of his/her date of separation or, in the case of extended active duty, within one (1) year of the date of discharge or separation subsequent to the extension. The person shall also be awarded preference in promotion and shall be promoted ahead of all others who are as well qualified or less qualified for the position. For the purposes of this section, "extended active duty" means active duty, other than for training, beyond the date of honorable discharge or separation, due to military requirements.

16
17
18

The provisions in the preceding two (2) paragraphs pertaining to persons who are reemployed or reinstated shall apply only to a veteran's first promotion after reinstatement or reemployment, without exception.

19

F.S. 110.2135, 295.07, 295.08, 295.085, 295.09

20

© NEOLA 20122014

|

© NEOLA 2012

REVISED POLICY

Formatted: Font: Bold

1 EMPLOYMENT CONTRACT

2 It is the responsibility of the Superintendent to ensure that members of the
3 administrative staff receive and sign an employment contract in accordance with the
4 legal requirements related to their position in the District.

5 Contracts for administrative personnel that provide extra compensation, bonuses,
6 and/or severance pay shall strictly comply with the provisions of F.S. 215.425 that
7 pertain to such extra compensation, bonuses, and/or severance pay.

8
9 The Superintendent is authorized to execute employment contracts on behalf of the
10 School Board.

11 F.S. 215.425, 1001.42(24), 1001.43, 1011.60, 1012.22, 1012.32, 1012.33, 1012.34
12 F.A.C. 6A-1.052

13 © NEOLA 2004

REVISED POLICY

Formatted: Font: Bold

1 STUDENT SUPERVISION AND WELFARE

2 Each administrator shall maintain a standard of care for the supervision, control,
3 and protection of students commensurate with their assigned duties and
4 responsibilities that include but are not limited to:

- 5 A. An administrator shall report immediately any accident, safety
6 hazard, or other potentially harmful condition or situation about
7 which s/he is informed or detects to his/her supervisor as well as to
8 other authorities or District staff members as may be required by
9 established policies and procedures.
- 10 B. An administrator shall require staff under his/her supervision to
11 provide proper instruction in safety matters as presented in
12 assigned course guides.
- 13 C. An administrator shall immediately report to the Superintendent, as
14 well as other appropriate authorities, knowledge of threats of
15 violence by students.
- 16 D. An administrator shall not send students on any non-school related
17 errands.
- 18 E. An administrator shall not inappropriately associate with students
19 at any time in a manner which may give the appearance of
20 impropriety, including, but not limited to, the creation or
21 participation in any situation or activity which could be considered
22 abusive or sexually suggestive or involve illegal substances such as
23 drugs, alcohol, or tobacco. Any sexual or other inappropriate
24 conduct with a student by any staff member will subject the offender
25 to potential criminal liability and discipline up to and including
26 termination of employment.

- 1 F. If a student approaches an administrator to seek advice or to ask
2 questions regarding a personal problem related to sexual behavior,
3 substance abuse, and/or mental or physical health, the
4 administrator may attempt to assist the student by facilitating
5 contact with certified or licensed individuals in the District or
6 community who specialize in the assessment, diagnosis, and
7 treatment of the student's state problem. However, under no
8 circumstances should an administrator attempt, unless properly
9 licensed and authorized to do so, to counsel, assess, diagnose, or
10 treat the student's problem or behavior.
- 11 G. An administrator shall not knowingly distribute to a minor any
12 material that is obscene and harmful to minors, as defined in F.S.
13 847.012, in any format and/or by any manner. An administrator
14 who knowingly distributes any such material to a minor also
15 commits a felony under State law, and is subject to disciplinary
16 action up to and including termination.
- 17
- 18 H. An administrator who is transporting a student should not do so
19 unless accompanied by another adult.
- 20 IH. A student shall not be required to perform work or services that may
21 be detrimental to his/her health.
- 22 JI. Administrators are discouraged from engaging students in social
23 media and online networking media, such as Facebook, Twitter,
24 MySpace, etc.
- 25 KJ. Administrators are prohibited from posting any video or comment
26 pertaining to any student on social network sites or similar forums,
27 such as YouTube, without express permission of the students'
28 parent(s).

29 Since most information concerning a child in school, other than directory
30 information described in Policy 8330 - Student Records, is confidential under
31 Federal and State laws, any staff member who shares confidential information with
32 another person not authorized to receive the information may be subject to
33 discipline and/or civil liability. This includes, but is not limited to, information
34 concerning assessments, grades, behavior, family background, and alleged child
35 abuse.

**THE SCHOOL BOARD OF
GADSDEN COUNTY**

ADMINISTRATION
1213/page 3 of 3

1 Pursuant to the laws of the State and School Board Policy 8462 - Student Abuse and
2 Neglect, each administrator shall report to the proper legal authorities immediately
3 any sign of suspected child abuse or neglect.

4 F.S. 119.011, 847.012, 1001.51, 1002.22, 1003.32
5 20 U.S.C. 1232
6 34 C.F.R. Part 99

7 © NEOLA 2011

© NEOLA 2011

REVISED POLICY

Formatted: Font: Bold

COMPENSATION

The base salarySalaries of all administrators shall be determined by the School Board and shall be authorized by the annual-following salary schedules adopted by the Board upon the recommendation of the Superintendent.

- A. the annual salary schedule for District-based administrators;
- B. the grandfathered salary schedule for school administrators who were hired before July 1, 2014; and
- C. the performance salary schedule for school administrators who are hired after July 1, 2014, and those administrators who have opted into this performance salary schedule.

If budget constraints in any given year limit the Board's ability to fully fund all adopted salary schedules, the performance salary schedule shall not be reduced on the basis of total cost or the value of individual awards in a manner that is proportionally greater than reductions to any other salary schedules adopted by the District

Annual Salary Schedule for District-Based Administrators

The annual salary schedule for district-based administrators shall be used as the basis for paying administrators classified as district-based instructional administrators and district-based non-instructional administrators. For purposes of this salary schedule District-based instructional administrators include assistant, associate, or deputy superintendents and directors of major instructional areas, such as curriculum, federal programs such as Title I, specialized instructional program areas such as exceptional student education, career education, and similar areas, and non-instructional administrators include assistant, associate, or deputy superintendents and directors of major non-instructional areas, such as personnel, construction, facilities, transportation, data processing, and finance.

The annual salary schedule shall provide a salary adjustment for advanced degrees earned.

Formatted: Indent: Left: 0", First line: 0"

1
2
3
4 **Grandfathered Salary Schedule for School Administrators**
5

6 The grandfathered salary schedule shall be used as the basis for paying school
7 administrators hired before July 1, 2014. For purposes of this salary schedule,
8 “school administrators” include school principals; school directors who are staff
9 members performing the assigned activities as the administrative head of a school;
10 career center directors; and, assistant principals.
11

12 Per statutory requirements, the grandfathered salary schedule for school
13 administrators shall base a portion of each employee’s school administrator’s
14 compensation paid pursuant to the Board-adopted salary schedule shall based on
15 demonstrated performance as required by State law and evaluated in accordance
16 with State law and Policy 1220, Evaluation of Administrative Personnel. In addition,
17 the prior teaching experience of a person who has been designated State Teacher of
18 the Year by any state in the United States, and prior professional experience in the
19 field of education gains in position in addition to District level instructional and
20 administrative positions must be considered.

21 The grandfathered salary schedule for school administrators shall provide
22 differentiated pay that is based upon the following District-determined factors:
23 Further, pursuant to statutory requirements and subject to negotiation, the adopted
24 salary schedule shall also provide differentiated pay based upon District-determined
25 factors, including the following:

26 A. additional responsibilities;

By the end May, upon the recommendation of the Superintendent,
the Board shall approve a list of additional responsibilities for which
school administrators shall receive differentiated pay.

By the end of June, the Director of Human Resources shall submit
to the Superintendent a list of school administrators who are
assigned one (1) or more of the additional responsibilities approved
by the Board for the current school year.

By the end of June, the Superintendent will authorize payment of
the salary adjustment specified in the Board adopted salary
schedule to the school administrators who are assigned additional
responsibilities.

At a subsequent regular meeting of the Board, the list of school
administrators who will receive this salary adjustment shall be
provided to the Board members.

1
2
3
4

5
6

7

8

9

B. school demographics;

By the end of May, upon the recommendation of the Superintendent, the Board shall approve a list of school demographics for which school administrators shall receive differentiated pay.

By end of June, the Director of Human Resources shall submit to the Superintendent a list of school administrators who are assigned to schools that have the demographics that were approved by the Board for the current school year.

By end of June, the Superintendent will authorize payment of the amount specified in the Board adopted salary schedule as a salary adjustment for assignment to a school that has the demographics listed above.

At a subsequent regular meeting the Board, the list of school administrators who will receive this salary adjustment shall be provided to the Board members.

C. critical shortage areas;

By the end of June, the Director of Human Resources shall submit to the Superintendent a list of school administrators assigned to positions that have been identified as critical shortage areas by the State Board of Education or District.

By the end of June, the Superintendent will authorize payment of the amount specified in the collective bargaining contract as an adjustment to the compensation of the school administrators assigned in critical shortage areas.

At a subsequent regular meeting of the Board, the list of school administrators who will receive this adjustment shall be provided to the Board members.

D. level of job performance difficulties.

By the end of May, upon the recommendation of the Superintendent, the Board shall approve a list of job performance difficulties for which school administrators shall receive differentiated pay.

1
2

By the end of June, the Director of Human Resources shall submit to the Superintendent a list of staff members whose assignment is characterized by the job performance difficulties that were approved by the Board for the current school year.

By end of June, the Superintendent will authorize payment of the amount specified in the adopted salary schedule as a salary adjustment to the school administrators eligible as a result of these job performance difficulties inherent in their assignment.

At a subsequent regular meeting of the Board, the list of school administrators who will receive this adjustment shall be provided to the Board members.

As provided by law, these annual salary adjustments become part of the school-based administrator's base salary for the next school year.

Formatted: Tab stops: 1.19", Left

Formatted: Tab stops: 0", Left + Not at 0.69"

Formatted: Indent: Left: 0", Hanging: 1.19", Tab stops: 1.19", Left

3 **Salary Supplements**

4
5 In addition to the annual salary adjustments described above, the Board shall also
6 award the following salary supplements as annual additions to the salaries:
7

- A. for administrators who were hired before July 1, 2011 for any advanced degree held;
- B. for administrators who were hired after July 1, 2011 if they hold an advanced degree in their area of certification.

8
9 **Performance Salary Schedule for School Administrators**

10
11 Beginning July 1, 2014, school administrators new to the district, returning to the
12 district after a break in service without an authorized leave of absence, or appointed
13 for the first time to a school-based administrative position in the District shall be
14 placed on the performance salary schedule. After receiving a recommendation from
15 the Superintendent, the Board shall establish the base salary for these school-based
16 administrators.
17

1
2
3
4 The base salary for administrators who choose to move from the grandfathered
5 salary schedule to the performance salary schedule will be the salary they received
6 in the prior year, including adjustments only.
7

A. **Salary Adjustments**

The annual salary adjustment under the performance salary schedule for a school-based administrator rated as highly effective must be greater than the highest annual salary adjustment available to a school-based administrator of the same classification through any other salary schedule adopted by the District.

The annual salary adjustment under the performance salary schedule for a school-based administrator rated as effective must be equal to at least fifty percent (50%), and no more than seventy-five percent (75%), of the annual adjustment provided for a highly effective school-based administrator of the same classification.

The performance salary schedule shall not provide an annual salary adjustment for a school-based administrator who receives a rating other than highly effective or effective for the year.

B. **Salary Supplements**

In addition to the annual salary adjustments described above, the Board shall also award salary supplements that are annual additions to the school-based administrator's salary. Salary supplements shall be paid for the following activities:

1. assignment to a Title I eligible school;

By the end of June, the Director of Human Resources will submit to the Superintendent a list of school-based administrators who are assigned to a Title I school.

The Superintendent will authorize payment of the supplement specified in the performance salary schedule for school-based administrators for assignment to a Title I school.

At a subsequent regular meeting of the Board, the list of administrators who will receive this supplement shall be provided to the Board members.

1
2

2. assignment to a school that received an "F" or three (3) consecutive grades of "D" pursuant to the school grading system established by State law;

By the end of June, the Director of Human Resources will submit to the Superintendent a list of administrators who were assigned to a school that improved by at least one grade level for the previous school year.

3

The Superintendent will authorize payment of the supplement specified in the performance salary schedule for school-based administrators for one (1) year following improved performance in the school regardless of whether or not the administrator is assigned to the school that improved for the current school year.

At a subsequent regular meeting of the Board, the list of administrators who will receive this supplement shall be provided to the Board members.

3. certification and teaching in the critical teacher shortage areas identified by the State Board of Education and/or District pursuant to State law;

By the end of June, the Director of Human Resources shall submit to the Superintendent a list of school-based administrators assigned to positions that have been identified as critical shortage areas by the State Board of Education or District.

By the end of June, the Superintendent will authorize payment of the supplement specified in the performance salary schedule for school-based administrators for the school-based administrators assigned in critical shortage areas.

4

At a subsequent regular meeting, the list of staff members who will receive this supplement shall be provided to the Board members.

Formatted: Left

5

4. advanced degree in the area of certification.

By the end of June, the Director of Human Resources shall submit to the Superintendent a list of staff members who have earned advanced degrees in their area of certification.

By the end of June, the Superintendent will authorize payment of the supplement specified in the performance salary schedule for school-based administrators for the school-based administrators who have earned advanced degrees in their area of certification.

At a subsequent regular meeting, the list of staff members who will receive this supplement shall be provided to the Board.

1
2 **Credit for Previous Experience**

3
4 The salary established for district administrators, and the base salary established
5 for school administrators under the grandfathered salary schedule or the
6 performance salary schedule will include a credit for previous experience in a
7 position with similar responsibilities, as follows:

8
9 A. The minimum time that will be recognized as a year of service is full-time
10 actual service rendered for more than one-half (1/2) of the number of days
11 or more than one-half (1/2) of the number of hours for the normal
12 contractual period of service for the position held. In determining such
13 service, sick leave and paid holidays shall be counted, but all other types
14 of leave and holidays will be excluded.

15
16 B. Credit for service in another state or as otherwise allowed under the
17 adopted salary schedule shall be determined by using the minimum
18 service required in this District for a comparable position.

19
20 C. Transfer of previous experience in a position with similar responsibilities

21 1. will include all previous experience with this district;

22
23 2. may not exceed ten (10) years of experience from other employers;

24
25 3. must have been earned in a position that contributed to a state
26 retirement system or at a school that was, at the time the experience
27 was earned, fully accredited by one of the six regional accrediting
28 bodies listed below:

29
30 a. Southern Association of Colleges and Schools.

31
32 b. Western Association of Schools and Colleges.

33
34 c. Northwest Association of Accredited Schools.
35
36

Formatted: Tab stops: 0.25", Left + Not at 0.38"

Formatted: Indent: Left: 0.75", No bullets or numbering

Formatted: Indent: Left: 0.75", No bullets or numbering

Formatted: Indent: Left: 1", No bullets or numbering

Formatted: Indent: Left: 1", No bullets or numbering

Formatted: Indent: Left: 1", No bullets or numbering

Formatted: Indent: Left: 1.25", No bullets or numbering

Formatted: Indent: Left: 1.25", No bullets or numbering

Formatted: Indent: Left: 1.25", No bullets or numbering

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27

- d. North Central Association of Colleges and Schools
- e. New England Association of Schools and Colleges
- f. Middle States Association of Colleges and Schools

D. An employee who claims credit for previous experience must complete and submit the Experience Verification Form within the first 14 days of employment, in order to receive credit for years of service.

Bonuses or Severance Pay

Any salary adjustments or supplements that would constitute award of a bonus must be based upon work performance. The determination of such bonus must include a process that describes performance standards and an evaluation process consistent with Policy 1220, Evaluation of Administrative Personnel. All employees eligible for such a bonus will be notified before the beginning of the evaluation period on which the bonus is to be based.

If the Board provides a bonus and/or severance pay to administrative staff that is not included in the employment contract, the bonus and/or severance pay shall strictly comply with the provisions of F.S. 215.425 that pertain to such bonuses and/or severance pay.

F.S. 215.425, 1001.42, 1001.43, 1011.60, 1012.01, 1012.22, 1012.32, 1012.33,
1012.34

F.A.C. 6A-1.052, Salary Schedules to be Adopted for All Personnel

© NEOLA 20112015

© NEOLA 2011

Formatted: Indent: Left: 1.25", No bullets or numbering

Formatted: Indent: Left: 1.25", No bullets or numbering

Formatted: Indent: Left: 0", Hanging: 1.19", Tab stops: 1.19", Left

Formatted: Tab stops: 0.38", Left + Not at 1.13"

Formatted: Tab stops: 0.38", Left + Not at 1.13"

REVISED POLICY

Formatted: Indent: First line: 0.5"

Formatted: Font: Bold

PRIVACY PROTECTIONS OF FULLY INSURED GROUP HEALTH PLANS

The School Board provides coverage to eligible employees under fully insured group health plans. The Board has established the following fully insured group health plans:

A. Group Health Plan

B. Dental Plan

The Board acknowledges that these group health plans are required to comply with the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule as amended by Title I of the Genetic Information Nondiscrimination Act (GINA) and its implementing Federal regulations. Fully insured group health plans generally are exempt from many of the requirements imposed upon self-funded group health plans.

The Board also acknowledges that these fully insured group health plans are required to comply with the HIPAA Security Rule and its implementing Federal regulations. The group health plans, working together with the insurer, will ensure the confidentiality, integrity, and availability of the group health plans' electronic protected health information in accordance with the HIPAA Security Rule.

The Board hereby appoints Director of Human Resources to serve as the security official of the group health plans. The Board delegates authority to the security official to perform an information technology risk analysis and to develop risk management procedures, if necessary.

The security official shall review the insurer's internal policies and procedures implementing various security measures required by the HIPAA Security Rule with respect to electronic protected health information. All of the group health plans' functions are carried out by the insurer and the insurer owns and/or controls all of the equipment and media used to create, maintain, receive, and transmit electronic protected health information relating to the group health plans. Accordingly, the insurer is in the best position to implement the technical, physical, and administrative safeguards required by the HIPAA Security Rule. The security official may elect to utilize, as administrative procedures, the insurer's own policies

Formatted: Font color: Red

© NEOLA 2010

**THE SCHOOL BOARD OF
GADSDEN COUNTY**

ADMINISTRATION
1419.02/page 2 of 4

1 addressing security measures for the group health plans' electronic protection
2 health information, as appropriate.

3
4

| © NEOLA 2010

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34

The fully insured group health plans established by the Board shall:

- A. refrain from taking any retaliatory action against any individual for exercising any right under the plan, filing a complaint with Health and Human Services, participating in any proceeding under Part C of Title XI of the Social Security Act, or opposing any act or practice made unlawful by the Privacy Rule provided that the individual has a good faith belief that the practice opposed is unlawful;
- B. not impose a requirement that participants waive their rights under the Privacy Rule as a condition of the provision of payment, enrollment in a health plan, or eligibility of benefits;
- C. if the plan document is amended in accordance with the Privacy Rule, the plan must retain a copy of the plan as amended for six (6) years from the date of its amendment or the date when it last was in effect, whichever is later.
- D. provide notification to affected individuals, the Secretary of the U.S. Department of Health and Human Services, and the media (when required), if the plan or one of its business associates discovers a breach of unsecured protected health information, in accordance with the requirements of HIPAA and its implementing regulations.

Fully insured group health plans established by the Board shall not create or receive protected health information, except for:

- A. summary health information;
Summary health information is de-identified information that summarized claims history, claims expenses, or type of claims experienced by health plan participants.
- B. information on whether an individual is participating in a group health plan, or is enrolled in or has disenrolled from a health insurance issuer or HMO offered by the plan.

**THE SCHOOL BOARD OF
GADSDEN COUNTY**

ADMINISTRATION
1419.02/page 4 of 4

1
2
3
4
5

C. information disclosed to the plan under a signed authorization that meets the requirements of the Privacy Rule.

6 F.S. 1002.02
7 20 U.S.C. 1232g
8 42 U.S.C. 1320d-2
9 Health Insurance Portability and Accountability Act (HIPAA)
10 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
11 29 C.F.R. Part 1635
12 45 C.F.R. 160.102(a), 164.302, 164.308 (a)(2), 164.404, 164.406, 164.408
13 45 C.F.R. 164.502, 164.502(a), 164.530(g), 164.530(h), 164.530(i)
14 45 C.F.R. 164.530(k)

15 © **NEOLA 20102014**

© **NEOLA 2010**

1

LEAVES OF ABSENCE

2 A leave of absence is permission granted or allowed by the School Board under its
3 adopted policies for an employee to be absent from duty for a specified period of time
4 with the right to return to employment upon the expiration of the leave.

Formatted: Justified, Space Before: 0 pt, After: 0 pt

5 Administrators shall not be absent from their assigned duties except as authorized
6 by the Superintendent or designated representative. An administrator who is absent
7 from duty and is not eligible for leave shall forfeit compensation for the time of such
8 absence. Contracts or appointments may be subject to cancellation by the School
9 Board and administrator may be subject to immediate dismissal.

10 All leave shall expire no later than June 30th of each school year except as otherwise
11 permitted by law. If leave is requested to extend beyond June 30th, the
12 administrator shall re-apply for leave to begin July 1st of the following school year.

13
14 Leave shall be used for the purposes set forth in the leave application. An
15 administrator who uses leave for purposes other than that set forth in the leave
16 application shall be subject to discipline, up to and including termination.

17
18 Leave may be with or without pay as provided by law, regulations of the State Board,
19 and this policy. For any absence that is without pay, the deduction in compensation
20 for each day of absence shall be determined by dividing the annual salary by the
21 number of days/hours for the employment period.

22
23 A. Paid leaves of absence may include: vacation, sick leave, personal
24 charged to sick, jury duty/court service, illness or injury-in-line-of-
25 duty, professional and military.

26
27 B. Unpaid leaves of absence may include: professional study, personal
28 leave not paid, illness leave not paid, family and medical leave,
29 maternity/adoption and child rearing leave.

30
31 **Vacation Leave**

32 When an employee transfers from a vacation earning position to a non-vacation
33 earning position, the employee will be paid for the accrued vacation at the time of
34 the transfer and at the rate of pay at the time of transfer for the vacation earning
35 position.

36

1
2
3
4

Unused Leave at Separation

5 When an employee terminates employment with the Board, the employee will be
6 compensated for unused and earned sick leave in accordance with agency policies or
7 the employee may have the leave transferred upon written request (within
8 twenty (20) days of separation) to another FRS agency.

9 **Used Unearned Sick Leave for Employees Who Resign/Retire**

10 When an employee resigns or retires and has used credited but unearned sick leave,
11 (~~six~~ ~~(6)~~ ~~four~~ (4) days credited at the beginning of the year) the employee will have
12 unearned leave deducted from the final compensation.

13 **Unearned Leave from Outside the District for Employees Who Resign/Retire**

14 When an employee has a remaining balance of sick leave transferred in from outside
15 the District, and terminates prior to earning it in the District, the employee will
16 forfeit the leave.

17 F.S. 1012.22, 1012.61, 1012.63, 1012.64, 1012.66, 1012.67
18 F.A.C. ~~6A-1.079~~, 6A-1.080

19 © NEOLA 2007

NEW POLICY

SICK LEAVE

Administrators who are appointed to work full-time shall earn one (1) day of paid sick leave for each full month of employment. Earned sick leave shall be pro-rated in proportion to the number of hours employed per day. Sick leave may not be used before it is earned and credited.

A. Accrual

1. Four (4) days of earned sick leave credit shall be annually advanced at the end of the first month of employment of each contract year, and one (1) day of sick leave will be advanced at the end of each successive month of employment. However, each employee is entitled to earn no more than one (1) day of sick leave times the number of months of employment during the year of employment.
2. An employee who is in an active pay status, including leave with pay, shall earn sick leave for each month in which s/he receives pay for one (1) day more than half the number of work days during that month.
3. An employee who is on leave without pay during a month shall earn sick leave for that month if s/he has worked one (1) day more than half the number of work days during that month.
4. If the employee terminates his or her employment and has not accrued the four (4) days of sick leave available to him/her, the School Board may withhold the average daily amount for the days of sick leave used but unearned by the employee.
5. Sick leave shall be cumulative from year to year.

B. Use

1. An employee taking sick leave shall notify the appropriate supervisor and file a certificate of absence before beginning the leave, if possible. In an emergency, the certificate of absence may be filed immediately following return to duty.
2. Sick leave may be taken for the following reasons:
 - a. when the employee is unable to perform his/her duty in the school on account of personal sickness, accident, disability, or extended personal illness, and consequently has to be absent from his/her work;
 - b. for the illness or death of the employee's spouse, child, father, mother, brother, sister, other close relative, or member of the employee's own household;
 - c. as personal leave with pay for up to six (6) days per fiscal year; and
 - d. for the maternity or paternity of the employee or the employee's spouse, child, other close relative, or member of the employee's own household.

C. Transfer

1. From Other Public Schools

Sick leave may be transferred from other public schools in Florida funded through the Florida Education Finance Program. Transferred days may only be credited in a number equal to the number of days earned in this District.

2. From Department of Children and Families (DCF)

Educational personnel in DCF residential care facilities who are employed by the Board under the provisions of F.S. 402.22(1)(d) may request, and the Board shall accept, a lump sum transfer of accumulated sick leave for such person employed by the Board in a position that is eligible to accrue sick leave under policies of the Board.

3. From any other agency of the State of Florida

Sick leave may be transferred from other agencies of the State of Florida. Transferred days may only be credited in a number equal to the number of days earned in this District.

4. To Family Members

An employee may authorize transfer of accrued sick leave to his/her spouse, child, parent, or sibling, who is also a District employee, provided that the transfer relates to one of the reasons set forth in Paragraph (B)(2) herein.

The personnel administrator approving the leave may require documentation of the recipient's relationship to the authorizing employee.

(F.S. 1012.61(2)(e)1)

5. To Other Board Employees

An employee may donate (i.e., authorize transfer of his/her accrued sick leave to another Board employee, provided that the transfer relates to one of the reasons set forth in Paragraph (B)(2) herein. The authorizing employee must retain at least five (5) days of sick leave, as of the time of donation under this policy.

The recipient must provide documentation from the treating physician of the illness, accident, or injury for which leave is needed.

The recipient must anticipate the need for at least ___ days of sick leave in order to receive transfers under this policy.

Any transferred sick leave that is not used as anticipated shall be returned to the authorizing administrator, upon the recipient's return to work. In the case of multiple donors, the unused leave will be returned pro rata to each donor.

The person receiving the transfer may not use the donated sick leave until s/he has exhausted all of his/her own accrued sick leave, excluding sick leave from a sick leave bank, if the recipient participated in a sick leave bank.

Donated sick leave shall have no value for terminal pay.

(F.S. 1012.61(2)(e)2)

D. Terminal Pay for Sick Leave

When an administrator has a remaining balance of sick leave that was transferred in from outside the District, and the administrator terminates employment, retires or dies prior to earning it in the District, the administrator will forfeit the balance of the sick leave.

Upon request at separation from employment or upon the retirement or death of an administrator, s/he, or his/her beneficiary, will be paid for sick leave accumulated through the end of the last full month worked, but not including the last partial month worked.

Sick leave accrued after June 30, 2004, shall be compensated at no more than the daily rate of pay applicable at the time the sick leave was earned.

Sick leave accrued before June 30, 2004, shall be compensated at the daily rate of pay applicable at the time of separation from employment, retirement, or death.

The terminal pay amount shall be determined as follows:

1. during the first three (3) years of service, the daily rate of pay multiplied by thirty-five percent (35%) times the number of days of accumulated sick leave
2. during the next three (3) years of service, the daily rate of pay multiplied by forty percent (40%) times the number of days of accumulated sick leave
3. during the next three (3) years of service, the daily rate of pay multiplied by forty-five percent (45%) times the number of days of accumulated sick leave
4. during the next three (3) years of service, the daily rate of pay multiplied by fifty percent (50%) times the number of days of accumulated sick leave
5. During and after the 13th year of service, the daily rate of pay multiplied by 100% times the number of days of accumulated sick leave.

**THE SCHOOL BOARD OF
GADSDEN COUNTY**

ADMINISTRATION
1430.03/page 6 of 6

F.S. 402.22, 1001.41, 1001.42(5), 1001.43(11), 1012.22, 1012.23, 1012.61
F.S. 1012.62, 1012.66

© NEOLA 2012

© NEOLA 2012

NEW POLICY

PERSONAL LEAVE

Administrators may use up to six (6) days of leave with pay for personal reasons each year. This personal leave is to be charged against accrued sick leave. Personal leave shall be non-cumulative and must be approved in advance. Personal leave may be granted in increments of one-half or full days.

Administrators may also request personal leave without pay.

Normally personal leave without pay requests will not be for more than one (1) school year (from July 1st through the following June 30th), but may be extended for one (1) more year with the approval of the School Board. Such leave will not be available for the purpose of accepting employment of a permanent nature. Leave may be granted at the discretion of the Board for the following:

A. Maternity/Paternity Leave

Any full-time administrator will be granted maternity/paternity leave up to six (6) weeks for the birth or adoption of a baby. Such leave will be with pay if accrued sick or vacation leave is available. Unpaid personal leave may not exceed the balance of the school fiscal year in which the child is born or adopted. Additional sick leave may be granted if the application for leave is accompanied by a physician's statement verifying the medical necessity of such leave.

B. Parental Leave

Any full-time administrator may be granted parental leave for a period of up to one (1) year for the purpose of child-rearing.

Parental leave shall not extend beyond the balance of the school fiscal year in which the leave begins. When an administrator wishes a leave of absence to extend beyond June 30th, re-application shall be made in accordance with Board policy.

C. Extended Personal Leave Without Pay

A request for extended personal leave without pay shall be considered by the Board. Requests for extended leave to take another position for salary shall be denied, unless there are extenuating circumstances that are acceptable to the Board. When possible, requests for such leave should be initiated no later than June 1st.

F.S. 1012.23, 1012.61(2)(a)2, 1012.66
F.A.C. 6A-1.080, Maximum Extent of Leave

© NEOLA 2014

NEW POLICY

ILLNESS- OR INJURY-IN-LINE-OF-DUTY LEAVE

Administrators shall be entitled to illness- or-injury-in-line-of-duty leave when they has to be absent from work because of a personal injury received in the discharge of duty or because of illness from any contagious or infectious disease contracted in school work. The illness or injury received in the performance of duties shall be certified by an authorized workers compensation physician

Such leave shall be authorized for a total of not to exceed ten (10) school days during any school year and shall be applicable only to the year during which the accident/illness occurred.

Any administrator who has any claim for compensation while absent because of illness contracted or injury incurred as prescribed herein shall file a claim in the manner prescribed in F.S. 1012.61 (2)(b) within five (5) working days following the administrator's return from such absence. The School Board shall approve the claims and authorize the payment thereof if the Board is satisfied that the claim correctly states the facts and that the claim is entitled to payment in accordance with the provisions of F.S. 1012.61.

F.S. 1012.22(2), 1012.61, 1012.63

© NEOLA 2014

NEW POLICY

VACATION LEAVE

Administrators who are employed in twelve (12) month positions earn paid vacation leave.

A. Accrual

Vacation leave with pay is accrued by eligible administrators at the rate of two (2) days per month.

Administrators who fill established twelve (12) month positions on a part-time basis shall earn vacation leave in direct proportion to the time actually worked.

Vacation leave will be credited the last day of each month.

An administrator who is in an active pay status shall earn vacation leave for each month in which s/he received pay for more than half the number of workdays in the month.

An administrator who is on leave without pay during a calendar month shall earn vacation leave for that month if s/he has worked more than half the number of work days that month.

Unused vacation leave may be accrued without limit.

B. Transfer

Vacation leave that is accrued at other government agencies cannot be transferred to the School Board for credit. However, educational personnel in Department of Children and Family Services residential care facilities who are employed by the Board under the provisions of F.S. 402.22(1)(d) may request, and the Board shall accept, a lump sum transfer of accumulated annual leave for such person employed by the Board in a position that is eligible to accrue vacation leave under policies of the Board.

C. Use

Vacation leave can be taken only with the prior approval of the supervising administrator. Use of vacation leave shall not be approved before the time it is earned. Vacation leave shall be used in increments of one-half or full days.

Non-scheduled vacation leave may not be taken during the first six (6) months of employment. If an administrator has not accrued a sufficient number of vacation days when scheduled vacation must be taken, the administrator will take leave without pay. Administrators may be required to encumber enough vacation days to cover scheduled vacation.

Vacation leave shall be scheduled in the workplace to permit minimum disruption of the operation of the school system.

Vacation leave may be used for purposes other than vacation. It is at the employee's discretion to use vacation leave in lieu of sick leave, to work elsewhere, or for other purposes.

D. Terminal Pay

When an administrator is released or resigns, s/he will be paid for vacation time accumulated through the end of the last full month worked, not including the last partial month worked. For vacation leave accrued after July 1, 2001, terminal pay may not exceed a maximum of sixty (60) days of actual payment.

This limit does not impair any contractual agreement established before July 1, 2001. For unused vacation leave accumulated before July 1, 2001, terminal payment shall be made pursuant to the Board's policies, contracts, or rules that were in effect on June 30, 2001.

F.S. 1011.60(3), 1012.22(2), 1012.65

NEW POLICY

MILITARY LEAVE

The School Board supports individuals willing to serve in the armed forces of the United States or the State of Florida to protect our country and State. In accordance with State and Federal laws, administrators who must be absent from work for military service are entitled to take a military leave of absence in accordance with this policy.

Administrators called to duty are required to notify the Superintendent immediately unless notice is impossible or prevented by military necessity or, under all of the relevant circumstances, the giving of such notice is otherwise impossible or unreasonable.

Reserve or Guard Training

All administrators in this District who are commissioned reserve officers or reserve enlisted personnel in the United States military or naval service or members of the National Guard are entitled to leaves of absence from their respective duties, without loss of vacation leave, pay, time, or efficiency rating, on all days during which they are engaged in training ordered under the provisions of the United States military or naval training regulations for such personnel when assigned to active or inactive duty.

Compensation allowed for military leave to participate in required training exercises shall not exceed 240 hours in any one (1) annual period as provided in F.S. 115.07. Such leave is not charged as vacation. It shall be established that the period selected is not at the convenience of the employee but a military necessity, if it falls within the school year. Upon the recommendation of the Superintendent, leaves of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay and may be granted by the Board and when so granted shall be without loss of time or efficiency rating.

When an administrator's assigned employment duty conflicts with ordered active or inactive duty training, it is the responsibility of the Board to provide a substitute employee, if necessary, for the assumption of such employment duty while the employee is on assignment for the training.

Active Military Service

Administrators who are service members of the National Guard or a reserve component of the Armed Forces of the United States shall be granted leave to perform active military service, the first thirty (30) days of any such leave to be with full pay.

Leave of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay. Administrators on military leave may substitute accrued paid vacation for unpaid leave.

Re-Employment

Re-employment of all administrators granted military leave shall be governed in accordance with 38 U.S.C. 4312. An administrator who is granted military leave for active duty shall, upon the completion of the tour of duty, be returned to employment without prejudice, provided that the administrator gives notice and files an application for re-employment within the time limitations contained in 38 U.S.C. 4312. The administrator will be returned to duty in the same or a similar position as previously held in accordance with 38 U.S.C. 4312.

Benefits During Military Leave

The Board shall continue to provide all health insurance and other existing benefits to administrators as required by the Uniformed Services Employment and Reemployment Rights Act, Chapter 43 of Title 38 U.S.C.

Voluntary Service

When an employee enters voluntarily into any branch of the armed forces for temporary or an extended period of service, military leave shall be granted at the Board's discretion. An employee whose absence will interfere with the orderly operation of the school program shall be denied military leave, except in unusual cases.

F.S. 115.07, 115.09, 115.14, 121.111, 250.341, 1012.23
38 U.S.C. 2021 et seq., 4312, 4323

NEW POLICY

PROFESSIONAL LEAVE

With prior approval, administrators may take paid professional leave (vacation or personal leave) to engage in activities during the workday which will result in his/her professional benefit or advancement, including earning college credits and degrees, or that will contribute to the profession of education.

The administrator must submit to his/her supervisor a description of the course or activity, time needed away from work, and a narrative describing the relationship with the course and/or activity and their administrative position. All documentation, including the administrator's work schedule while attending the course and/or activity, must be approved prior to attending courses or activities.

"Extended professional leave" is also available for professional leave exceeding more than thirty (30) consecutive days if the administrative staff member has accumulated enough paid professional leave (vacation or personal leave).

In no case shall an administrator be permitted to work toward an advanced or supplemental degree or receive college credit during the workday or at any time when salary, or other reimbursement, is received from the Board, unless such time is covered by appropriate leave.

Professional leave shall be approved only if specific times and frequency will not adversely affect the administrator's job performance.

The Board may grant any administrator three (3) consecutive weeks professional leave during any fiscal year with compensation when school is not in session; however, such leave shall be cumulative for not more than two (2) years.

Sabbatical Leave

The Board may grant an administrator sabbatical leave for a period not to exceed one (1) year.

**THE SCHOOL BOARD OF
GADSDEN COUNTY**

ADMINISTRATION
1430.08/page 2 of 2

An administrator who receives such leave may be paid one-half of his/her ordinary salary during the period of such leave. Administrators approved for sabbatical leave shall also receive full benefits during such period. A person compensated for sabbatical may not be compensated for other employment during the period of sabbatical leave so that s/he would receive combined compensation in excess of his/her annual salary.

F.S. 1012.23

F.A.C. 6A-1.081, Professional Leave and Extended Professional Leave; Definition

© NEOLA 2014

NEW POLICY

JURY/WITNESS DUTY LEAVE

Jury Duty Leave

An administrator summoned to serve on a jury shall be granted temporary leave with pay for all hours required for the duty up to his or her normal workday hours.

Any jury fees may be retained by the administrator.

However, if jury duty does not require absence for the entire workday, an administrator is expected to return to work immediately upon release by the court.

The School Board shall not reimburse the administrator for meals, lodging, and travel expenses incurred while serving as a juror.

Jury/Witness duty leave will be granted for a maximum of fifteen (15) days, unless additional leave is recommended by the Superintendent and approved by the Board.

Witness Duty Leave

An administrator who is subpoenaed as a witness may be granted temporary leave with pay for all hours required for the duty, up to his/her normal workday hours, provided the subpoena is not related to personal litigation in which the administrator is a party.

Any witness fees may be retained by the administrator.

The Board shall not reimburse administrators for meals, lodging, and travel expenses incurred while serving as a witness.

When an administrator is subpoenaed or called as a witness by the Board at a deposition, hearing, trial or other civil proceeding, s/he may be granted temporary leave with pay for all hours required for the duty.

Any witness fees may be retained by the administrator.

In the event no fees are received from the court, s/he may be paid per diem and for travel expenses pursuant to Policy 6550, Travel and Per Diem.

Personal Litigation

In no case shall temporary leave with pay be granted for court attendance when an administrator is engaged in his/her own personal litigation. In such cases, an administrator may request vacation or personal leave.

F.S. 1012.23

© NEOLA 2014

NEW POLICY

COMPLAINTS AGAINST ADMINISTRATIVE STAFF

Any complaint against an administrator which arises within the membership of the School Board or which comes to the attention of the Board (except through the Superintendent) shall be referred to the Superintendent for decision. In cases where the administrator or the complainant is not satisfied with the decision of the Superintendent, an appeal may be taken by either party to the Board through the Superintendent for a final decision.

Pursuant to State law, a complaint of misconduct against a District administrator, and all information obtained pursuant to an investigation by the District of the complaint of misconduct, are confidential and exempt from inspection or copying until the investigation ceases to be active, or until the District provides written notice to the employee who is the subject of the complaint, in the manner set forth below, that the District has either:

- A. concluded the investigation with a finding not to proceed with disciplinary action or file charges; or
- B. concluded the investigation with a finding to proceed with disciplinary action and/or to file charges. If the investigation results in such a finding, the District shall also file a legally sufficient complaint regarding the misconduct as required by State law and Policy 8141 - Mandatory Reporting of Misconduct by Certificated Employees.

Any material that is derogatory to an employee shall not be open to inspection for an additional ten (10) days after the employee has been notified either:

- A. by certified mail, return receipt requested, to his/her address of record; or

Formatted: Level 1 List

B. by personal delivery. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents.

Formatted: Level 1 List

F.S. 119.071(2)(k), 1012.31, 1012.795, 1012.796

© NEOLA 2013

REVISED POLICY

PERSONNEL FILE

It is necessary for the orderly operation of the School District to prepare a personal information system for the retention of appropriate files bearing upon an employee's duties and responsibilities to the District and the District's responsibilities to the employee.

The School Board requires that sufficient records exist to determine an employee's qualifications for the job held, compliance with Federal, State, and local benefit programs, conformance with District rules, and evidence of completed evaluations. Such records will be kept in compliance with the laws of the State of Florida.

The term personnel file as used in this section shall mean all records, information, data, or materials maintained by a public school system, in any form or retrieval system whatsoever, with respect to any of its instructional staff, which are uniquely applicable to that employee, whether maintained in one (1) or more locations.

Only that information which pertains to the professional role of the employee and submitted by duly authorized school administrative personnel and the Board may be entered in the official record file.

Pursuant to State law, a complaint of misconduct against a District employee, and all information obtained pursuant to an investigation by the District of the complaint of misconduct, are confidential and exempt from inspection or copying until the investigation ceases to be active, or until the District provides written notice to the employee who is the subject of the complaint, in the manner set forth below, that the District has either:

A. concluded the investigation with a finding not to proceed with disciplinary action or file charges, or

B. concluded the investigation with a finding to proceed with disciplinary action and/or to file charges. If the investigation results in such a finding, the District shall also file a legally sufficient complaint regarding the misconduct as required by State law and Policy 8141 - Mandatory Reporting of Misconduct by Certificated Employees.

Formatted: Level 1 List, Indent: Left: 0", First line: 0",
Tab stops: Not at 0.5" + 0.75"

Formatted: Level 1 List, Indent: Left: 0", First line: 0",
Tab stops: Not at 0.75"

Any material that is derogatory to an employee shall not be open to inspection for an additional ten (10) days after the employee has been notified either:

- A. by certified mail, return receipt requested, to his/her address of record; or
- B. by personal delivery. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents.

No record in a personnel file which is confidential and exempt from inspection and copying pursuant to applicable law shall be disclosed except as provided by applicable law

The Superintendent shall maintain a record in each personnel file of those persons reviewing the files each time they are reviewed.

A copy of each such entry shall be given to the employee by certified mail or personal delivery. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents.

The employee shall have access to his/her file upon request.

The related procedures manual is entitled Personnel File Procedures.

F.S. 119.011, 119.07, 119.071, 1012.31

© NEOLA 2010

© NEOLA 2010

Formatted: Level 1 List, Indent: Left: 0", First line: 0",
Tab stops: Not at 0.5" + 0.75"

1 EMPLOYMENT OF SUBSTITUTE AND PART-TIME INSTRUCTIONAL STAFF

2 When it becomes necessary to employ instructional personnel on a temporary basis,
3 such employment is on a limited-time basis for the purpose of filling a vacancy for
4 which a regular employee cannot be found, or to perform some task of a temporary
5 nature. This employment shall end at the close of the school term, at the end of the
6 fiscal year, or at the time when the temporary task is completed.

7 A. Substitute Teachers

8 The School Board authorizes the employment of of State and District
9 certificated substitute teachers in accordance with State law. The
10 employment of substitute teachers shall be in accordance with a
11 planned program developed by the District.

12 Each school principal is authorized to employ a substitute teacher
13 when an instructional staff member is unable to perform assigned
14 duties. The principal shall obtain substitute teachers from the
15 approved list published by the Human Resource Office.

16 Applicants who seek employment as substitute teachers shall meet
17 the following minimum qualifications and provide the appropriate
18 materials as required by the Human Resource Office:

- 19 1. hold a high school diploma or equivalent;
- 20 2. be at least eighteen (18) years of age;
- 21 3. submit a complete set of fingerprints taken by a law
22 enforcement agency or properly trained District personnel
23 and the appropriate processing fee to obtain a records check
24 by the Florida Department of Law Enforcement (FDLE) and
25 the Federal Bureau of Investigation (FBI);
- 26 4. submit to a drug/alcohol screening; and
- 27 5. complete an orientation/training program and other training
28 required by Florida law.

1 The Human Resource Office shall approve applicants as substitute
2 teachers provided their qualifications are found to be satisfactory.
3 Applicants shall not be eligible for substitute teaching until
4 approved.

5 In the absence of a regular teacher, a substitute teacher shall be
6 employed under the following conditions:

- 7 1. Absences of regular teachers shall be filled by highly qualified
8 substitute teachers whenever possible.
- 9 2. All substitute teachers shall observe the same hours and
10 perform the same duties as regular teachers. Substitutes
11 may be excused by the principal from instructional meetings.
- 12 3. Each substitute teacher shall conduct classes according to
13 lesson plans and schedules prepared by the teacher who is
14 absent.
- 15 4. Each substitute shall leave for the returning teacher a
16 summary of the work covered and work assigned to students.
- 17 5. Compensation of substitute teachers shall be established by
18 the Board.
- 19 6. Each substitute teacher shall file a complete set of
20 fingerprints as required in Policy 3121.01 - Employment
21 History and Criminal Background Checks.
- 22 7. The Superintendent may remove a substitute teacher from
23 the approved list of substitute teachers with or without cause.
24 The substitute teacher removed from the approved list shall
25 not have no further recourse against the District unless
26 removal from the approved list is in violation of State or
27 Federal law.
28

Upon request from an early learning coalition serving students in
Gadsden County, the District will make available to the coalition a
list of persons eligible to act as a substitute teacher in this District.

1 B. Temporary Teachers

2 A temporary teacher is a person whose employment is expected to
3 be for a limited time to fill a vacancy for which a permanent teacher
4 is not available or to perform some work of a temporary nature.
5 Such employment will cease at the close of the school term or school
6 fiscal year or when the temporary work has been completed. A
7 temporary teacher shall not be considered an annual contract,
8 probationary teacher for purposes of assessment or evaluation.

9 In the absence of a regular teacher, a temporary teacher shall be
10 employed when it is known or determined that the regular teacher
11 will be absent for more than thirty (30) consecutive days or for the
12 remainder of the school year. A highly qualified teacher shall be
13 appointed as a replacement as soon as possible so that there is
14 continuity in the instructional program. To be eligible to be
15 recommended as a temporary teacher for the period to be served,
16 the individual selected as the replacement shall have a valid Florida
17 certificate and meet the criteria established by the FLDOE to be
18 considered highly qualified for the assignment.

19 A temporary teacher shall be paid on the teacher salary schedule,
20 once they have met all conditions to be employed as a replacement,
21 and shall assume the full duties of a regular teacher.

22 C. Part-Time Instructional Staff

23 The Superintendent is authorized to employ part-time personnel as
24 needed. A part-time instructional staff member is a teacher who is
25 employed to render less than the number of hours each day as
26 established by the Board for a regular full-time teacher.

| 27 F.S. 1002.83(14), 1012.35, 1012.36

| 28 © **NEOLA 20102013**

| © **NEOLA 2010**

REVISED POLICY

Formatted: Font: Bold

1 CONTRACTS: INSTRUCTIONAL PERSONNEL

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

9
10 Contracts with, as well as contracts pertaining to, instructional staff that provide for
11 extra compensation, bonuses, and/or severance pay, shall strictly comply with the
12 provisions of F.S. 215.425.

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

- 20 A. holds an active professional certificate or temporary certificate
21 issued pursuant to F.S. 1012.56 and rules of the State Board of
22 Education;
- 23 B. has been recommended by the Superintendent for the annual
24 contract based upon the individual's evaluation under F.S. 1012.34
25 and approved by the Board;
- 26 C. has not received two (2) consecutive annual performance evaluation
27 ratings of unsatisfactory, two (2) annual performance evaluation
28 rating of unsatisfactory within a three (3) year period, or three (3)
29 consecutive annual performance evaluation ratings of needs
30 improvement or a combination of needs improvement and
31 unsatisfactory under F.S. 1012.34.

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

1 Probationary employees may be dismissed without cause or may resign without their
2 resignation constituting a breach of contract. Instructional personnel who have
3 successfully completed a probationary contract and have received an annual
4 contract may be suspended or dismissed at any time during the term of the contract
5 for just cause as defined by State law. Instructional personnel shall have the right
6 to contest or challenge any such suspension or dismissal in accordance with the
7 procedures set forth in State law.

8 **Year of Service Defined for Instructional Personnel**

9 The minimum time which may be recognized as a year of service for contractual
10 purposes shall be full-time actual service rendered under contract for more than
11 one-half (1/2) of the number of days or more than one-half (1/2) the number of total
12 hours required for the normal contractual period of service for the position held. In
13 determining such service, sick leave and holidays for which the employee received
14 compensation shall be counted, but all other types of leave and holidays shall be
15 excluded.

16 Any claim to a year of service for salary purposes shall be the equivalent of the
17 service required for a continuing, instructional service, annual, or multi-year
18 contract. Credit for service rendered in another state or as otherwise allowed under
19 the adopted salary schedule shall be determined by using the minimum service
20 required in the District for a comparable position and in accordance with provisions
21 of the applicable collective bargaining agreement.

22 In determining the number of days that must be served to constitute a full year of
23 out-of-state teaching experience, the existing regulations of the State or District in
24 which the contract was executed shall be used as the criteria.

25 F.S. 215.425, 1001.42, 1001.43, 1011.60, 1012.22, 1012.32, 1012.33, 1012.335,
26 1012.34, 1012.56
27 F.A.C. 6A-1.0502, 6A-1.064

28 © NEOLA **20112012**

© NEOLA 2011

REVISED POLICY

1 APPOINTMENT, ASSIGNMENT, TRANSFER, AND
2 PROMOTION OF INSTRUCTIONAL STAFF

3 The School Board believes that the appropriate placement of qualified and
4 competent staff is essential to the successful functioning of the District.

5 ~~Pursuant to statutory requirements, the percentage of temporarily certified teachers,~~
6 ~~teachers in need of improvement, or out-of-field teachers assigned to schools in~~
7 ~~one (1) of the three (3) lowest performing categories under State law shall not be~~
8 ~~greater than the District average of temporarily certified teachers, teachers in need~~
9 ~~of improvement, or out-of-field teachers. Such assignments shall be consistent with~~
10 ~~the collective bargaining agreement.~~

11 ~~The District shall annually certify to the Commission of Education that this~~
12 ~~requirement is being met.~~

13 **Appointment and Assignment**

14 When developing his/her recommendation for ~~staff~~ appointments of instructional
15 staff, the Superintendent shall consider nominations for staff appointments
16 submitted by the principals. Further, if the Superintendent intends to recommend
17 placement of a staff member in a school who was not nominated by the principal,
18 the Superintendent will consult with that principal. In accordance with State law, a
19 principal may refuse to accept the Superintendent's proposed assignment of an
20 instructional staff member to his/her school unless that instructional staff member
21 has a performance rating of effective or highly effective under F.S. 1012.34.

22 After such required consideration and consultation, the Superintendent shall
23 submit written recommendations with regard to the appointment and assignment of
24 instructional staff for Board action.

25 The Board shall act not later than June 30th on the Superintendent's nominations
26 of supervisors, principals, and members of the instructional staff.

27 In accordance with State law, the Board may reject the Superintendent's
28 recommendation for initial appointment and assignment, or re-appointment and
29 assignment, for good cause.

1 **Assignment to Schools Graded “D” or “F”**
2

3 Pursuant to statutory requirements, the percentage of temporarily certified teachers,
4 teachers in need of improvement, or out-of-field teachers assigned to schools graded
5 “D” or “F” under State law shall not be greater than the District average. Such
6 assignments shall be consistent with the collective bargaining agreement.
7

8 A newly hired instructional staff member may be assigned to a school that has
9 earned a grade of “F” in the previous year, or any combination of three (3)
10 consecutive grades of “D” or “F” in the previous years, if the individual:
11

- 12 A. has received an “effective” or “highly effective” rating in the
13 immediate prior year’s performance evaluation;
14
15 B. has successfully completed or is enrolled in a teacher preparation
16 program, is provided with high-quality mentoring during the first
17 two (2) years of employment, holds a professional certificate and
18 holds a probationary contract; or
19
20 C. holds a probationary contract, holds a professional certificate and
21 has successful teaching experience, and if, in the judgment of the
22 school principal students would benefit from the placement of that
23 individual.
24

25 The Superintendent will annually certify to the Commission of Education that these
26 requirements are being met.
27

28 **Assignment to Teacher Preparation Programs**
29

30 All instructional personnel who supervise or direct teacher preparation students
31 during field experience courses or internships in which candidates demonstrate an
32 impact on student learning growth must have evidence of “clinical educator”
33 training, a valid professional certificate and at least three (3) years K-12 teaching
34 experience and must have earned an “effective” or “highly effective” rating on the
35 prior year’s performance evaluation or be a peer evaluator under the District’s
36 evaluation system.
37

38 All instructional personnel who supervise or direct teacher preparation students
39 during field experience courses or internships in another state, in which a candidate
40 demonstrates an impact on student learning growth, through a Florida online or
41 distance program must have received “clinical educator” training or its equivalent in
42 that state, hold a valid professional certificate issued by the state in which the field
43 experience takes place, and have at least three (3) years of K-12 teaching experience.
44

1
2
3
4 All instructional personnel who supervise or direct teacher preparation students
5 during field experience courses or internships, in which a candidate demonstrates
6 an impact on student learning growth, on a United States military base in another
7 country through a Florida online or distance program must have received “clinical
8 educator” training or its equivalent, hold a valid professional certificate issued by the
9 United States Department of Defense or a state or territory of the United States, and
10 have at least three (3) years of K-12 teaching experience.
11

12 **Promotion and Transfer**

13 Pursuant to State law, the Superintendent's primary consideration in recommending
14 an individual for promotion must be the individual's demonstrated effectiveness
15 pursuant to F.S. 1012.34 State law.

16 Before transferring an instructional staff member from one (1) school to another, the
17 Superintendent shall consult with the principal of the school to which the teacher
18 will be assigned and allow the principal the opportunity to review the teacher's
19 records, including student performance demonstrated under F.S. 1012.34, and
20 interview the teacher. If, in the judgment of the principal, students would not
21 benefit from the placement, an alternative placement may be sought. A principal
22 may refuse to accept the Superintendent's assignment or transfer of an instructional
23 staff member who holds a professional teaching certificate to his/her school, unless
24 that instructional staff member has a performance rating of effective or highly
25 effective under F.S. 1012.34.

26 After the required considerations and consultations, the Superintendent shall
27 submit written recommendations with regard to the promotion or transfer of
28 instructional staff for Board action.

29 In accordance with State law, the Board may reject the Superintendent's
30 recommendation for the transfer or promotion of an instructional staff member for
31 good cause.

32 **Required Reporting**

33 The Superintendent must annually notify the parent of any student who is assigned
34 to classroom with a teacher having two (2) consecutive annual performance
35 evaluation ratings of unsatisfactory, two (2) annual performance evaluation ratings
36 of unsatisfactory within a three (3) year period, or three (3) consecutive annual
37 performance evaluation ratings of needs improvement or a combination of needs
38 improvement and unsatisfactory.

1 **Duties, Days, and Hours**
2

3 The Superintendent shall make known through administrative channels the duties,
4 days, and hours of the various classes of instructional personnel.

5 A. Instructional staff members shall perform the duties required by
6 Florida statutes, Board policy, and the collective bargaining
7 agreement, as well as other reasonable duties as may be assigned by
8 their immediate supervisor. Failure to perform such duties in an
9 acceptable manner shall constitute a violation of the instructional
10 staff member's contract and just cause for disciplinary action.

11 B. Instructional staff members are responsible for student control and
12 supervision at any location on campus or during school-sponsored
13 activities.

14 C. Instructional staff members shall not permit their family members
15 or friends by their presence to interfere with performance of their
16 duties during working hours.

17 **Employment and Supervision of Relatives (Nepotism)**

18 An employee may not be recommended for employment or be supervised by a close
19 relative. Further, two or more close relatives may not work in the same
20 administrative unit except by special permission of the Superintendent. All
21 employees shall disclose to the Superintendent, the names of close relatives working
22 at the same work location.

23 For purposes of this policy, close relatives are defined as mother, father, son,
24 daughter, brother, sister, and spouse and in-laws of the same.

25 F.S. 112.3135, 1004.04, 1012.22, 1012.23, 1012.2315, 1012.27, 1012.28

26 © **NEOLA 20112014**

REVISED

Formatted: Font: Bold

1 STUDENT SUPERVISION AND WELFARE

2 Each instructional staff member shall maintain a standard of care for the
3 supervision, control, and protection of students commensurate with their assigned
4 duties and responsibilities that include but are not limited to:

5 A. An instructional staff member shall report immediately to a building
6 administrator any accident, safety hazard, or other potentially
7 harmful condition or situation s/he detects.

8 B. An instructional staff member shall provide proper instruction in
9 safety matters as presented in assigned course guides.

10 C. An instructional staff member shall immediately report to a building
11 administrator knowledge of threats of violence by students.

12 D. An instructional staff member shall not send students on any
13 non-school related errands.

14 E. An instructional staff member shall not inappropriately associate
15 with students at any time in a manner which may give the
16 appearance of impropriety, including, but not limited to, the creation
17 or participation in any situation or activity which could be
18 considered abusive or sexually suggestive or involve illegal
19 substances such as drugs, alcohol, or tobacco. Any sexual or other
20 inappropriate conduct with a student by any staff member will
21 subject the offender to potential criminal liability and discipline up
22 to and including termination of employment.

23 F. If a student approaches a staff member to seek advice or to ask
24 questions regarding a personal problem related to sexual behavior,
25 substance abuse, mental or physical health, and/or family
26 relationships, etc., the staff member may attempt to assist the
27 student by facilitating contact with certified or licensed individuals
28 in the District or community who specialize in the assessment,
29 diagnosis, and treatment of the student's stated problem. However,
30 under no circumstances should a staff member attempt, unless
31 properly licensed and authorized to do so, to counsel, assess,
32 diagnose, or treat the student's problem or behavior, nor should
33 such staff member inappropriately disclose personally identifiable
34 information concerning the student to third persons not specifically
35 authorized by law.

© NEOLA 2010

1 G. An instructional staff member shall not knowingly distribute to a
2 minor any material that is obscene and harmful to minors, as
3 defined in F.S. 847.012, in any format and/or by any manner. An
4 instructional staff member who knowingly distributes any such
5 material to a minor also commits a felony under State law, and is
6 subject to disciplinary action up to and including termination.
7

8 H. An instructional staff member shall not transport students in a
9 private vehicle without the approval of the principal.

10 IH. A student shall not be required to perform work or services that may
11 be detrimental to his/her health.

12 JI. Staff members are discouraged from engaging students in social
13 media and online networking media, such as Facebook, Twitter,
14 MySpace, etc.

15 KJ. Staff members are expressly prohibited from posting any video or
16 comment pertaining to any student on social network sites or
17 similar forums, such as YouTube, without express permission of the
18 students' parent(s).

19 Since most information concerning a child in school, other than directory
20 information described in Policy 8330- Student Records, is confidential under Federal
21 and State laws, any staff member who shares confidential information with another
22 person not authorized to receive the information may be subject to discipline and/or
23 civil liability. This includes, but is not limited to, information concerning
24 assessments, grades, behavior, family background, and alleged child abuse.

25 Pursuant to the laws of the State and School Board Policy 8462 - Student Abuse and
26 Neglect, each instructional staff member shall report to the proper legal authorities
27 immediately any sign of suspected child abuse or neglect.

28 F.S. 119.011, 847.012, 1001.51, 1002.22, 1003.32
29 20 U.S.C. 1232
30 34 C.F.R. Part 99

31 © NEOLA **20102011**

© NEOLA 2010

Formatted: Left

REVISED

EVALUATION OF INSTRUCTIONAL PERSONNEL

Pursuant to State law, evaluations shall be conducted for the purpose of increasing student learning growth by improving the quality of instructional services in the District. Except for classroom teachers who are newly hired in the District and excluding substitute teachers, a performance evaluation must be conducted for each instructional staff member at least once per year. Newly hired teachers must be observed and evaluated at least twice during their first year of teaching in the District.

The Principal is responsible for the performance of all personnel employed by the Board and assigned to the school to which the Principal is assigned. The Principal shall appropriately and effectively apply the personnel evaluation system that has been recommended by the Superintendent and approved by the Board, and approved, as required by State law, by the Florida Department of Education.

As set forth in State law, at least fifty percent (50%) of the performance evaluation of an instructional staff member must be based on data and indicators of student learning growth assessed annually by Statewide assessments for the students assigned to that teacher's classroom or, in the case of co-teaching or team teaching, within the teacher's academic sphere of responsibility. For classroom teachers for whom at least three (3) years of growth data for students assigned to that teacher the percentage of the evaluation that is based upon student learning growth shall be reduced to not less than forty percent (40%) as provided by State law. If less than three (3) years of data are available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than forty percent (40%).

Student achievement measures for courses associated with Statewide assessments may be used only if a Statewide growth formula has not been approved for that assessment or, for courses associated with School District assessments, if achievement is demonstrated to be a more appropriate measure of teacher performance.

1
2
3
4 The student performance data used in the performance evaluation of non-classroom
5 instructional personnel must be based on student outcome data that reflects the
6 actual contribution of such personnel to the performance of the students assigned to
7 the individual in the individual's areas of responsibility.
8

9 For purposes of performance salary schedules adopted in accordance with State law,
10 the student assessment data in the performance evaluation must be from Statewide
11 assessments or District-determined assessments in the subject areas taught.

12 For instructional personnel who are not classroom teachers, the student learning
13 growth portion of the evaluation must include growth data on Statewide
14 assessments for students assigned to the instructional personnel over the course of
15 at least three (3) years, or may include a combination of student learning growth
16 data and other measurable student outcomes that are specific to the assigned
17 position, provided that the student learning growth data accounts for not less than
18 thirty percent (30%) of the evaluation. If less than three (3) years of student growth
19 data are available, the years for which data are available must be used and the
20 percentage of the evaluation based upon student learning growth may be reduced to
21 not less than twenty percent (20%).

22 The evaluation criteria must include, but are not limited to, the following:

- 23 A. student performance, as described above;
- 24 B. instructional practice, including indicators based upon each of the
25 Florida Educator Accomplished Practices adopted by the State
26 Board and specific job expectations related to student support for
27 instructional staff members who are not classroom teachers;
- 28 C. professional and job responsibilities adopted by the State Board, as
29 well as additional professional and job responsibilities established
30 by the Board.

31 Lastly, each evaluation shall also relate, but not be limited to, the duties specified in
32 the job description.

33 The Principal shall inform all instructional personnel of the criteria and procedures
34 associated with the performance evaluation process before evaluation begins.
35 Additionally, the Principal shall assist the teachers within the school to use student
36 assessment data, as measured by student learning growth gains pursuant to State
37 law, for self-evaluation and improvement.

1
2
3
4 The evaluation shall be completed and on file in accordance with the time schedule
5 established by the Superintendent. The written report of the evaluation must be on
6 file and provided to the employee within ten (10) days after the evaluation
7 conference. The evaluator must discuss the written evaluation report with the
8 employee. The employee shall have the right to initiate a written response to the
9 evaluation, and the response shall become a permanent attachment to his/her
10 personnel file. The evaluator may amend an evaluation based upon assessment
11 data from the current year if the data becomes available within ninety (90) days after
12 the close of the school year.

13 If an employee who holds a professional service contract is not performing his/her
14 duties in a satisfactory manner, the evaluator shall notify the employee in writing of
15 such determination. The notice must describe such unsatisfactory performance and
16 include notice of the procedural requirements set forth in F.S. 1012.34.

17 An evaluation shall be submitted at the time an instructional staff member leaves
18 the District if services terminate prior to annual evaluations.

19 An instructional staff member shall be given a copy of any documents relating to
20 his/her performance ~~which~~that are to be placed in the personnel file.

21 A portion of each instructional staff member's compensation shall be based on the
22 employee's performance evaluation as required by State law.

23 In addition, the Superintendent shall annually report the evaluation results of
24 instructional staff members using the four (4) levels of performance set forth in State
25 law to the FLDOE. The results shall be provided by school and shall be
26 disaggregated by classroom teachers, as defined in State law, excluding substitute
27 teachers, and all other instructional personnel, also as defined in State law.

28 The Superintendent shall also notify the FLDOE of any instructional staff members
29 who receive two (2) consecutive unsatisfactory evaluations, as well as any
30 instructional personnel who are given written notice by the District of intent to
31 terminate or not renew their employment.

32 ~~The instructional personnel assessment system shall be evaluated annually to~~
33 ~~determine compliance with State law and this policy. All substantial revisions to an~~
34 ~~approved system shall be approved by the Board, upon the recommendation of the~~
35 ~~Superintendent, before being submitted to the Florida Department of Education for~~
36 ~~approval.~~
37

1
2
3
4 **Annual Review of District Instructional Personnel Evaluation System**

5
6 The Superintendent shall appoint a District Evaluation System Review Committee
7 who shall be responsible for annually reviewing the instructional staff evaluation
8 system to analyze whether it complies with Florida law and this policy. The District
9 Evaluation System Review Committee shall follow procedures adopted by the
10 Superintendent when reviewing the evaluation system. All substantial revisions to
11 the evaluation system must be reviewed and approved by the Board before being
12 used to evaluate instructional personnel.

13
14 The District Evaluation System Review Committee shall be composed of no less than
15 (3—(—) individuals from the following areas:

16
17 instructional staff member;

18
19 school administrator;

20
21 assistant superintendent;

22
23 district curriculum and
24 instruction
25 .

26 F.S. 1012.22, 1012.28, 1012.34, 1012.986

27 © **NEOLA 20112014**

REVISED

Formatted: Font: Bold

1

PROFESSIONAL DEVELOPMENT

2 Pursuant to State law, the School District will work collaboratively with the Florida
3 Department of Education (FLDOE), public postsecondary institutions, State
4 education foundations, consortia, and professional organizations in Florida to
5 maintain a coordinated system of professional development. The purpose of the
6 system is to increase student achievement, enhance classroom instructional
7 strategies that promote rigor and relevance throughout the curriculum, and prepare
8 students for continuing education and the workforce.

9 The District's comprehensive professional development plan will incorporate school
10 improvement plans, and will align with the Florida Professional Development System
11 Evaluation Protocol Standards, which support the framework for standards adopted
12 by the National Staff Development Council. Furthermore, the results of the
13 performance evaluations of instructional staff members conducted pursuant to State
14 law and Board Policy 3220 will be used when identifying the areas for which
15 professional development is needed.

16 As required by State law, the District's comprehensive professional development
17 plan will be updated by September 1st annually. Any substantial revisions to the
18 District's plan will be submitted to the FLDOE for their review for continued
19 approval. The Superintendent will annually recommend for the School Board's
20 consideration and adoption the updated comprehensive professional development
21 plan, so that verification of the adoption can be submitted to the Commissioner of
22 Education not later than October 1st of each year.

23 The Board will provide funding for professional development as required by State law
24 and the General Appropriations Act and will authorize expenditures from other
25 sources to continuously strengthen the District's system of professional
26 development. The plan will also provide for training for each teacher who will use
27 materials that were purchased with funds allocated by the State for instructional
28 materials, provide for in-service credit for the training, and document satisfactory
29 completion of the training by each teacher.

1 The in-service activities for instructional personnel shall focus on analysis of student
2 achievement data, ongoing formal and informal assessments of student
3 achievement, identification and use of enhanced and differentiated instructional
4 strategies that emphasize rigor, relevance, and reading in the content areas,
5 enhancement of subject content expertise, integrated use of classroom technology
6 that enhances teaching and learning, classroom management, parent involvement,
7 and school safety. Additionally, in-service activities will be made available for
8 instructional personnel of nonpublic schools in the District and the State certified
9 teachers who are not employed by the Board on a fee basis not to exceed the cost of
10 the activity per all participants.

11 ~~Each School principals shall may, but are not required to,~~ establish and maintain
12 an individual professional development plan for each instructional employee
13 assigned to the school ~~as a seamless component to the school improvement plans~~
14 ~~developed pursuant to State law.~~ The individual professional development plan
15 ~~established by the principal shall~~ must:

16 A. be related to specific performance data for the students to whom the
17 teacher is assigned;

18 B. define the in-service objectives and specific measurable
19 improvements expected in student performance as a result of the in-
20 service activity;

21 C. include an evaluation component that determines the effectiveness
22 of the professional development plan;

23 ~~D. provide for systematic consultation with regional and State~~
24 ~~personnel designated to provide technical assistance and evaluation~~
25 ~~of local professional development programs;~~

26 ~~E. provide for delivery of professional development by distance learning~~
27 ~~and other technology based delivery systems to reach more~~
28 ~~educators at lower costs;~~

29 ~~F. provide for the continuous evaluation of the quality and~~
30 ~~effectiveness of professional development programs in order to~~
31 ~~eliminate ineffective programs and strategies and to expand effective~~
32 ~~ones. Evaluations must consider the impact of such activities on~~
33 ~~the performance of participating educators and their students'~~
34 ~~achievement and behavior.~~

1 **Certification of an Approved Comprehensive Professional Development Plan**

Formatted: Font: Bold

2
3 By July 1st of each year and prior to the release of funds for instructional materials,
4 pursuant to statutory requirements, the Superintendent will certify to the
5 Commissioner of Education that the Board has approved a comprehensive
6 professional development plan that requires fidelity of implementation of
7 instructional materials that are in the first two (2) years of the adoption cycle. The
8 report will also include verification that the training was provided.

9 F.S. 1001.42, 1011.62, 1011.67, 1012.22, 1012.34, 1012.56, 1012.98, 1012.985,
10 1012.986

11 © NEOLA 2011

© NEOLA 2011

REVISED POLICY

Formatted: Font: Bold

1

COMPENSATION

2 Salaries of all instructional staff members shall be determined by the School Board
3 and shall be authorized by the following annual salary schedules adopted by the
4 Board upon the recommendation of the Superintendent:

5
6 A. grandfathered salary schedule for instructional staff who have
7 continuing contracts or professional service contracts and were
8 hired before July 1, 2014; or
9

10 B. the performance salary schedule for instructional staff who were
11 hired after July 1, 2014, or who held annual contracts as of July 1,
12 2014.
13

14 The base salary set forth in these salary schedules, as well as the amounts provided
15 for adjustments and supplements shall be subject to collective bargaining.
16

17 If budget constraints in any given year limit the Board's ability to fully fund all
18 adopted salary schedules, the performance salary schedule shall not be reduced on
19 the basis of total cost or the value of individual awards in a manner that is
20 proportionally greater than reductions to any other salary schedules adopted by the
21 District.
22

23 **Grandfathered Salary Schedule for Instructional Staff**
24

25 The grandfathered salary schedule for instructional staff shall be used as the basis
26 for paying instructional personnel hired before July 1, 2014, who have a continuing
27 contracts or a professional service contract. Each year instructional staff members
28 who were hired before July 1, 2014 and who have a continuing contract or a
29 professional service contract will have the opportunity to move from this salary
30 schedule to the performance salary schedule for instructional staff.

31 ~~Per statutory requirements, a~~ portion of each employee's compensation paid
32 pursuant to the ~~Board-adopted~~ grandfathered salary schedule for instructional staff
33 shall be based on demonstrated performance as required by State law and evaluated
34 in accordance with State law and Policy 3220, Evaluation of Instructional Personnel.
35 ~~In addition, the prior teaching experience of a person who has been designated State~~
36 ~~Teacher of the Year by any state in the United States, and prior professional~~
37 ~~experience in the field of education gained in position in addition to District level~~
38 ~~instructional and administrative positions must be considered.~~

39
40

© NEOLA 2011

1
2
3
4
5
6
7
8
9
10
11

~~Further, pursuant to statutory requirements and subject to negotiation, the adopted-grandfathered salary schedule for instructional staff shall provide differentiated pay based upon the following District-determined factors, including the following:~~

A. additional responsibilities;

The list of additional responsibilities for which instructional staff members shall receive differentiated pay is set forth in the collective bargaining agreement.

By end of June, the Director of Human Resources shall submit to the Superintendent a list of staff members who are assigned one (1) or more of the additional responsibilities on the list that is set forth in the collective bargaining agreement.

By end of June, the Superintendent will authorize payment of the salary adjustment specified in the Board adopted annual salary schedule for instructional staff to the instructional staff members who are assigned these additional responsibilities.

At a subsequent regular meeting of the Board, the list of instructional staff members who will receive this salary adjustment shall be provided to the Board members.

B. school demographics;

The list of school demographics for which instructional staff members shall receive differentiated pay is set forth in the collective bargaining agreement.

By the end of June, the Director of Human Resources shall submit to the Superintendent a list of instructional staff members who are assigned to schools that have the demographics that were approved by the Board for the current school year.

By the end of June, the Superintendent will authorize payment of the amount specified in the Board adopted salary schedule for instructional staff as a salary adjustment for assignment to a school that has the demographics listed above.

At a subsequent regular meeting the Board, the list of instructional staff members who will receive this salary adjustment shall be provided to the Board members.

Formatted: Left

1
2
3
4
5
6
7

C. critical shortage areas;

By the end of May each year, upon the recommendation of the Superintendent, the Board shall approve any instructional staff positions that the District has identified as critical shortage areas.

By the end of June, the Director of Human Resources shall submit to the Superintendent a list of staff members assigned to positions that have been identified as critical shortage areas by the State Board of Education or the District.

By the end of June, the Superintendent will authorize payment of the amount specified in the annual salary schedule for instructional staff as an adjustment to the compensation of the staff members assigned in critical shortage areas.

At a subsequent regular meeting of the Board, the list of instructional staff members who will receive this adjustment shall be provided to the Board members.

D. level of job performance difficulties.

The list of job performance difficulties for which instructional staff members shall receive differentiated pay are set forth in the collective bargaining agreement.

By the end of June, the Director of Human Resources shall submit to the Superintendent a list of instructional staff members whose assignment is characterized by the job performance difficulties set forth in the collective bargaining agreement.

By the end of June, the Superintendent shall authorize payment of the amount specified in the grandfathered salary schedule for instructional staff as a salary adjustment to the instructional staff members eligible as a result of these job performance difficulties inherent in their assignment.

At a subsequent regular meeting of the Board, the list of instructional staff members who will receive this adjustment shall be provided to the Board members.

Formatted: Left

1
2
3
4 **Salary Supplements**

5
6 In addition to the annual salary adjustments described above, the Board shall also
7 award salary supplements that are annual additions to the instructional staff
8 member's salary. Salary supplements shall be paid to all instructional staff
9 members who were hired before July 1, 2011 for any advanced degree held, and to
10 all instructional staff members hired after July 1, 2011 but before July 1, 2014 for
11 advanced degrees earned in their area of responsibility.

12
13 A. By the end of June, the Director of Human Resources shall submit
14 to the Superintendent a list of instructional staff members who are
15 eligible for the additional compensation provided by the annual
16 salary schedule for all instructional staff members who were hired
17 before July 1, 2011 for any advanced degree held, and to all
18 instructional staff members hired after July 1, 2011 but before July
19 1, 2014 for advanced degrees earned in their area of responsibility.

20
21 B. By the end of June, the Superintendent will authorize payment of
22 the amount specified in the grandfathered salary schedule for
23 instructional staff as a salary adjustment to the instructional staff
24 members eligible for advanced degrees held.

25
26 C. At a subsequent regular meeting, the list of instructional staff
27 members who will receive this supplement shall be provided to the
28 Board.

29
30 As provided by law, these annual salary supplements shall not become part of the
31 instructional staff member's permanent base salary.

32
33 **Performance Salary Schedule for Instructional Staff**

34
35 Beginning July 1, 2014, the performance salary schedule shall be the basis for
36 paying instructional staff members new to the District, returning to the District after
37 a break in service without an authorized leave of absence, or appointed for their first
38 time to an instructional staff position in the District.

39
40 The performance salary schedule shall also be the basis for paying instructional
41 staff members on annual contract as of July 1, 2014.

42
43 Additionally, the performance salary schedule shall be the basis for paying
44 instructional staff members with a continuing contract or a professional service
45 contract who opt out of the grandfathered annual salary schedule and into the
46 performance salary schedule.

1
2
3
4 The base salary for instructional staff members who opt into the performance salary
5 schedule or who are required by State law to move to the performance salary
6 schedule must be the salary paid in the prior year, including adjustments only.
7

8 The annual salary adjustment under the performance salary schedule for an
9 instructional staff member rated as "highly effective" must be greater than the
10 highest annual salary adjustment available to an instructional staff member of the
11 same classification through any other salary schedule adopted by the Board.
12

13 [] The performance salary schedule for instructional staff shall provide a
14 cost-of-living adjustment that does not discriminate among comparable
15 classes of employees based on the salary schedule under which they are
16 compensated and does not exceed fifty percent (50%) of the annual
17 adjustment provided to instructional staff rated as effective.
18

19 The performance salary schedule must not provide an annual salary adjustment for
20 an instructional staff member who receives a rating other than highly effective or
21 effective for the year.
22

23 **Salary Adjustments**

24
25 The performance salary schedule for instructional staff shall provide for the
26 following salary supplements:
27

A. assignment to a Title I eligible school;

By the end of June, the Director of Human Resources will submit to
the Superintendent a list of staff members who are assigned to a
Title I school for the upcoming school year.

The Superintendent will authorize payment of the supplement
specified in the collective bargaining contract for assignment to a
Title I school.

28 At a subsequent regular meeting, the list of staff members who will
receive this supplement shall be provided to the Board.

B. assignment to a school that received an "F" or three (3) consecutive
grades of "D" pursuant to the school grading system established by
State law;

By the end of June, the Director of Human Resources will submit to
the Superintendent a list of staff members who are assigned for the
upcoming year to a school that improved by at least one grade level
for the previous school year.

By end of June, the Superintendent will authorize payment of the supplement specified in the collective bargaining contract for one (1) year following improved performance in the school regardless of whether or not the teacher assignment is at the school that improved.

At a subsequent regular meeting, the list of staff members who will receive this supplement shall be provided to the Board.

C. certification and teaching in the critical teacher shortage areas identified by the State Board of Education and/or District pursuant to State law;

By the end of May, upon the recommendation of the Superintendent, the Board shall approve any instructional staff positions that the District has identified as critical shortage areas.

By the end of June, the Director of Human Resources shall submit to the Superintendent a list of staff members assigned to positions that have been identified as critical shortage areas by the State Board of Education or District.

By end of June, the Superintendent will authorize payment of the supplement specified in the collective bargaining contract for the staff members assigned in critical shortage areas.

At a subsequent regular meeting, the list of staff members who will receive this supplement shall be provided.

D. assignment of additional academic responsibilities;

The list of additional academic responsibilities for which instructional staff members shall receive salary supplements are set forth in the collective bargaining agreement.

By the end of September each Principal shall submit to the Superintendent a list of staff members assigned additional academic responsibilities.

By the end of October, the Superintendent will authorize payment of the supplement specified in the collective bargaining contract for the staff members assigned additional academic responsibilities. At a subsequent regular meeting, the list of staff members who will receive this supplement shall be provided to the Board.

Formatted: Left

Formatted: Left

E. advanced degree in the area of certification.

The end of August, the Director of Human Resources shall submit to the Superintendent a list of instructional staff members who have earned advanced degrees in their area of certification.

By the end of August, the Superintendent will authorize payment of the supplement specified in the collective bargaining contract for the staff members who have earned advanced degrees in their area of certification.

At a subsequent regular meeting, the list of staff members who will receive this supplement shall be provided to the Board.

The amount paid for each of these salary supplements shall be subject to collective bargaining.

Credit for Previous Experience

The salary established for instructional personnel under the grandfathered salary schedule, and the base salary established under the performance salary schedule, will include a credit for previous experience earned in a position with similar responsibilities, as follows:

A. The minimum time that will be recognized as a year of service is full-time actual service rendered for more than one-half (1/2) of the number of days or more than one-half (1/2) of the number of hours for the normal contractual period of service for the position held. In determining such service, sick leave and paid holidays shall be counted, but all other types of leave and holidays will be excluded.

Commented [O1]: See FS 1012.01(4)

B. Credit for service in another state or as otherwise allowed under the adopted salary schedule shall be determined by using the minimum service required in this District for a comparable position, and in accordance with provisions of the applicable collective bargaining agreement. In determining the number of days that must be served to constitute a full year of out-of-state teaching experience, the existing regulations of the State or District in which the contract was executed shall be used as the criteria.

Commented [O2]: Moved from policy 3128, Contracts

C. Transfer of previous experience in a position with similar responsibilities

1. Will include all previous experience with this district;
2. May not exceed twelve (12) years of experience from other employers;
3. Must have been earned in a position that contributed to a state retirement system or at a school that was, at the time the experience was earned, fully accredited by one of the six regional accrediting bodies listed below:
 - a. Southern Association of Colleges and Schools.
 - b. Western Association of Schools and Colleges.
 - c. Northwest Association of Accredited Schools.
 - d. North Central Association of Colleges and Schools.
 - e. New England Association of Schools and Colleges.
 - f. Middle States Association of Colleges and Schools.

D. An employee who claims credit for previous experience must complete and submit to the Human Resources Department the Experience Verification Form (Form 3410 F-1) within the first 14 days of employment, in order to receive credit for years of service.

Bonuses and/or Severance Pay

Any award of a bonus must be based upon work performance. The determination of such bonus must include a process that describes performance standards and an evaluation process consistent with Policy 3220. All employees eligible for such a bonus will be notified before the beginning of the evaluation period on which the bonus is to be based.

If the Board provides bonuses and/or severance pay to instructional staff that are not included in an individual employment contract and/or pursuant to a collective bargaining contract, those bonuses and/or severance pay are subject to negotiations, but must strictly comply with the provisions of F.S. 215.425 that pertain to such bonuses and/or severance pay.

Formatted: Indent: Left: 0.75", No bullets or numbering

Formatted: Indent: Left: 1", No bullets or numbering

Formatted: Indent: Left: 1", No bullets or numbering

Formatted: Indent: Left: 1", No bullets or numbering

Formatted: Indent: Left: 1.25", No bullets or numbering

Formatted: Indent: Left: 1.25", No bullets or numbering

Formatted: Indent: Left: 1.25", No bullets or numbering

Formatted: Indent: Left: 1.25", No bullets or numbering

Formatted: Indent: Left: 1.25", No bullets or numbering

Formatted: Indent: Left: 0.75", No bullets or numbering

1 [Instructional staff members should refer to the current collective bargaining](#)
2 [agreement for more information regarding compensation.](#)

3 F.S. 215.425, [1001.42, 1001.43, 1011.60, 1012.22, 1012.32, 1012.33, 1012.335,](#)
4 [1012.34, 1012.36](#)
5 [F.A.C. 6A-1.052, Salary Schedules to be Adopted for All Personnel](#)
6 [F.A.C. 6A-1.064, Forms for Contracts for Instructional and Professional Administrative](#)
7 [Personnel, and Other Personnel](#)

8 © NEOLA [20112015](#)

© NEOLA 2011

REVISED POLICY

1 PRIVACY PROTECTIONS OF FULLY INSURED GROUP HEALTH PLANS

2 The School Board provides coverage to eligible full-time employees under fully
3 insured group health plans. The Board has established the following fully insured
4 group health plans:

- 5 A. Group Health Plan
- 6 B. Dental Plan

7 The Board acknowledges that these group health plans are required to comply with
8 the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule as
9 amended by Title I of the Genetic Information Nondiscrimination Act (GINA) and all
10 implementing Federal regulations. Fully insured group health plans generally are
11 exempt from many of the requirements imposed upon self-funded group health
12 plans.

13 The Board also acknowledges that these fully insured group health plans are
14 required to comply with the HIPAA Security Rule. The group health plans, working
15 together with the insurer, will ensure the confidentiality, integrity, and availability of
16 the group health plans' electronic protected health information in accordance with
17 the HIPAA Security Rule.

18 The Board hereby appoints _____ to serve as the security official of
19 the group health plans. The Board delegates authority to the security official to
20 perform an information technology risk analysis and to develop risk management
21 procedures, if necessary.

22 The security official shall review the insurer's internal policies and procedures
23 implementing various security measures required by the HIPAA Security Rule with
24 respect to electronic protected health information. All of the group health plans'
25 functions are carried out by the insurer and the insurer owns and/or controls all of
26 the equipment and media used to create, maintain, receive, and transmit electronic
27 protected health information relating to the group health plans. Accordingly, the
28 insurer is in the best position to implement the technical, physical, and
29 administrative safeguards required by the HIPAA Security Rule. The security official
30 may elect to utilize, as administrative procedures, the insurer's own policies
31 addressing security measures for the group health plans' electronic protected health
32 information, as appropriate.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17

The fully insured group health plans established by the Board shall:

- A. refrain from taking any retaliatory action against any individual for exercising any right under the plan, filing a complaint with Health and Human Services, participating in any proceeding under Part C of Title XI of the Social Security Act, or opposing any act or practice made unlawful by the Privacy Rule provided that the individual has a good faith belief that the practice opposed is unlawful;
- B. not impose a requirement that participants waive their rights under the Privacy Rule as a condition of the provision of payment, enrollment in a health plan, or eligibility of benefits;
- C. if the plan document is amended in accordance with the Privacy Rule, the plan must retain a copy of the plan as amended for six (6) years from the date of its amendment or the date when it last was in effect, whichever is later.
- D. provide notification to affected individuals, the Secretary of the U.S. Department of Health and Human Services, and the media (when required), if the plan or one of its business associates discovers a breach of unsecured protected health information, in accordance with the requirements of HIPAA and its implementing regulations.

18
19
20
21
22
23
24

Fully insured group health plans established by the Board shall not create or receive protected health information, except for:

- A. summary health information;
Summary health information is de-identified information that summarized claims history, claims expenses, or type of claims experienced by health plan participants.

1 B. information on whether an individual is participating in a group
2 health plan, or is enrolled in or has disenrolled from a health
3 insurance issuer or HMO offered by the plan.

C. information disclosed to the plan under a signed authorization that
meets the requirements of the Privacy Rule.

4 F.S. 1002.02

5 20 U.S.C. 1232g

6 42 U.S.C. 1320d-2

7 Health Insurance Portability and Accountability Act (HIPAA)

8 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

9 29 C.F.R. Part 1635

10 45 C.F.R. 160.102(a), 164.302, 164.308 (a)(2), 164.404, 164.406, 164.408

11 45 C.F.R. 164.502, 164.502(a), 164.530(g), 164.530(h), 164.530(j)

12 45 C.F.R. 164.530(k)

13 © **NEOLA 20102014**

REVISED POLICY

Formatted: Font: Bold

1 LEAVES OF ABSENCE

2 A leave of absence is permission granted by the School Board or allowed under its
3 adopted policies for an employee to be absent from duty for a specified period of time
4 with the right to return to employment upon the expiration of the leave.

Formatted: Justified, Space Before: 0 pt, After: 0 pt

5
6 Instructional staff shall not be absent from their assigned duties except as
7 authorized by the Superintendent. An instructional staff member who is absent
8 from duty and is not eligible for leave shall forfeit compensation for the time of such
9 absence. Contracts or appointments may be subject to cancellation by the School
10 Board and the instructional staff members may be subject to immediate dismissal.

11 All leave shall expire no later than June 30th of each school year. Automatic
12 renewals of leave are not allowed. If leave is requested to extend beyond June 30th,
13 the instructional staff member shall re-apply for leave to begin July 1st of the
14 following school year.

Formatted: Normal

15
16 Leave shall be used for the purposes set forth in the leave application. An
17 instructional staff member who uses leave for purposes other than that set forth in
18 the leave application shall be subject to discipline, up to and including termination.

Formatted: Normal, Left

Formatted: Font: Not Bold

19
20 Leave may be with or without pay as provided by law, regulations of the State Board,
21 and this policy. For any absence that is without pay, the deduction in compensation
22 for each day of absence shall be determined by dividing the annual salary by the
23 number of days/hours for the employment period.

Formatted: Normal

24
25 A. Paid leaves of absence may include: vacation, sick leave, personal
26 charged to sick, jury duty/court service, illness or injury-in-line-of-
27 duty, professional and military.

28
29 B. Unpaid leaves of absence may include: professional study, personal
30 leave not paid, illness leave not paid, family and medical leave,
31 maternity/adoption and child rearing leave.
32

**THE SCHOOL BOARD OF
GADSDEN COUNTY**

INSTRUCTIONAL STAFF
3430/page 2 of 2

1
2
3

4 Instructional staff should refer to the collective bargaining agreement for specific
5 leave requirements.

6 F.S. 1012.22, 1012.61, 1012.63, 1012.64, 1012.66, 1012.67

7 F.A.C. ~~6A-1.079~~, 6A-1.080

8 © ~~NEOLA 2007~~ 2014

© ~~NEOLA 2007~~

NEW POLICY

PERSONAL LEAVE

Instructional staff members may be allowed up to six (6) days of leave with pay for personal reasons each year, to be charged against accrued sick leave. Personal leave shall be non-cumulative, and must be approved in advance. Personal leave may be granted in increments of one-half or full days.

Instructional staff members may also request personal leave without pay.

Normally personal leave without pay requests will not be for more than one (1) school year (from July 1st through the following June 30th), but may be extended for one (1) more year with the approval of the School Board. Such leave will not be available for the purpose of accepting employment of a permanent nature. Leave may be granted at the discretion of the Board for the following:

A. Maternity/Paternity Leave

Any full-time instructional staff member will be granted maternity/paternity leave up to six (6) weeks for the birth or adoption of a baby. Such leave will be with pay if accrued sick or vacation leave is available. Unpaid personal leave may not exceed the balance of the school fiscal year in which the child is born or adopted. Additional sick leave may be granted if the application for leave is accompanied by a physician's statement verifying the medical necessity of such leave.

B. Parental Leave

Any full-time instructional staff member may be granted parental leave for a period of up to one (1) year for the purpose of child-rearing.

Parental leave shall not extend beyond the balance of the school fiscal year in which the leave begins. When an instructional staff member requests that a leave of absence to extend beyond June 30th, re-application shall be made in accordance with Board policy.

C. Extended Personal Leave Without Pay

Upon the recommendation of the Superintendent, the Board may approve an instructional staff member's request for extended personal leave without pay. Requests for extended leave to take another position for salary shall be denied, unless there are extenuating circumstances that are acceptable to the Board. When possible, requests for such leave should be initiated no later than June 1st.

Bargaining unit members should refer to the collective bargaining agreement for more information pertaining to personal leave.

F.S. 1012.23, 1012.61(2)(a)2, 1012.66
F.A.C. 6A-1.080, Maximum Extent of Leave

© NEOLA 2014

NEW POLICY

ILLNESS- OR INJURY-IN-LINE-OF-DUTY LEAVE

Instructional staff members shall be entitled to illness- or-injury-in-line-of-duty leave when they have to be absent from work because of a personal injury received in the discharge of duty or because of illness from any contagious or infectious disease contracted in school work. An authorized workers compensation physician shall certify the illness or injury received in the performance of duties.

Such leave shall be authorized for a total of not to exceed ten (10) school days during any school year and shall be applicable only to the year during which the accident/illness occurred.

Any instructional staff member who has any claim for compensation while absent because of illness contracted or injury incurred as prescribed herein shall file a claim in the manner prescribed in F.S. 1012.61 (2)(b) within five (5) working days following the staff member's return from such absence. The School Board shall approve the claims and authorize the payment if the Board is satisfied that the claim correctly states the facts and that the claim is entitled to payment in accordance with the provisions of F.S. 1012.61.

Bargaining unit members should refer to the collective bargaining agreement for more information pertaining to illness or injury-in-the-line-of-duty leave.

F.S. 1012.22(2), 1012.61, 1012.63

© NEOLA 2014

NEW POLICY

MILITARY LEAVE

The School Board supports individuals willing to serve in the armed forces of the United States or the State of Florida to protect our country and State. In accordance with State and Federal laws, instructional staff members who must be absent from work for military service are entitled to take a military leave of absence in accordance with this policy.

Instructional staff members called to duty are required to notify the Superintendent immediately unless notice is impossible or prevented by military necessity or, under all of the relevant circumstances, the giving of such notice is otherwise impossible or unreasonable.

Reserve or Guard Training

All instructional staff members in this District who are commissioned reserve officers or reserve enlisted personnel in the United States military or naval service or members of the National Guard are entitled to leaves of absence from their respective duties, without loss of vacation leave, pay, time, or efficiency rating, on all days during which they are engaged in training ordered under the provisions of the United States military or naval training regulations for such personnel when assigned to active or inactive duty.

Compensation allowed for military leave to participate in required training exercises shall not exceed 240 hours in any one (1) annual period as provided in F.S. 115.07. Such leave is not charged as vacation. It shall be established that the period selected is not at the convenience of the employee but a military necessity, if it falls within the school year. Upon the recommendation of the Superintendent, leaves of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay and may be granted by the Board and when so granted shall be without loss of time or efficiency rating.

When an instructional staff member's assigned employment duty conflicts with ordered active or inactive duty training, it is the responsibility of the Board to provide a substitute employee, if necessary, for the assumption of such employment duty while the employee is on assignment for the training.

Active Military Service

Instructional staff members who are service members of the National Guard or a reserve component of the Armed Forces of the United States shall be granted leave to perform active military service, the first thirty (30) days of any such leave to be with full pay.

Leave of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay. Instructional staff members on military leave may substitute accrued paid vacation for unpaid leave.

Re-Employment

Re-employment of all instructional staff members granted military leave shall be governed in accordance with 38 U.S.C. 4312. An instructional staff members who is granted military leave for active duty shall, upon the completion of the tour of duty, be returned to employment without prejudice, provided that the instructional staff member gives notice and files an application for re-employment within the time limitations contained in Federal law. Instructional staff members will be returned to duty in the same or a similar position as previously held in accordance with Federal law.

Benefits During Military Leave

The Board shall continue to provide all health insurance and other existing benefits to instructional staff members as required by the Uniformed Services Employment and Reemployment Rights Act, Chapter 43 of Title 38 U.S.C.

Voluntary Service

When an employee enters voluntarily into any branch of the Armed Forces for temporary or an extended period of service, military leave shall be granted at the Board's discretion. An employee whose absence will interfere with the orderly operation of the school program shall be denied military leave, except in unusual cases.

**THE SCHOOL BOARD OF
GADSDEN COUNTY**

INSTRUCTIONAL STAFF
3430.07/page 3 of 3

Bargaining unit members should refer to the collective bargaining agreement for more information pertaining to military leave.

F.S. 115.07, 115.09, 115.14, 121.111, 250.341, 1012.23
38 U.S.C. 2021 et seq.
38 U.S.C. 4312
38 U.S.C. 4323

© NEOLA 2014

NEW POLICY

MILITARY LEAVE

The School Board supports individuals willing to serve in the armed forces of the United States or the State of Florida to protect our country and State. In accordance with State and Federal laws, support staff members who must be absent from work for military service are entitled to take a military leave of absence in accordance with this policy.

Support staff members called to duty are required to notify the Superintendent immediately unless notice is impossible or prevented by military necessity or, under all of the relevant circumstances, the giving of such notice is otherwise impossible or unreasonable.

Reserve or Guard Training

All support staff members in this District who are commissioned reserve officers or reserve enlisted personnel in the United States military or naval service or members of the National Guard are entitled to leaves of absence from their respective duties, without loss of vacation leave, pay, time, or efficiency rating, on all days during which they are engaged in training ordered under the provisions of the United States military or naval training regulations for such personnel when assigned to active or inactive duty.

Compensation allowed for military leave to participate in required training exercises shall not exceed 240 hours in any one (1) annual period as provided in F.S. 115.07. Such leave is not charged as vacation. It shall be established that the period selected is not at the convenience of the employee but a military necessity, if it falls within the school year. Upon the recommendation of the Superintendent, leaves of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay and may be granted by the Board and when so granted shall be without loss of time or efficiency rating.

When an support staff member's assigned employment duty conflicts with ordered active or inactive duty training, it is the responsibility of the Board to provide a substitute employee, if necessary, for the assumption of such employment duty while the employee is on assignment for the training.

Active Military Service

Support staff members who are service members of the National Guard or a reserve component of the Armed Forces of the United States shall be granted leave to perform active military service, the first thirty (30) days of any such leave to be with full pay.

Leave of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay. Support staff members on military leave may substitute accrued paid vacation for unpaid leave.

Re-Employment

Re-employment of all support staff members granted military leave shall be governed in accordance with 38 U.S.C. 4312. A support staff members who is granted military leave for active duty shall, upon the completion of the tour of duty, be returned to employment without prejudice, provided that the support staff member gives notice and files an application for re-employment within the time limitations contained in Federal law. Support staff members will be returned to duty in the same or a similar position as previously held in accordance with Federal law.

Benefits During Military Leave

The Board shall continue to provide all health insurance and other existing benefits to support staff members as required by the Uniformed Services Employment and Reemployment Rights Act, Chapter 43 of Title 38 U.S.C.

Voluntary Service

When employee support staff member enters voluntarily into any branch of the armed forces for temporary or an extended period of service, military leave shall be granted at the Board's discretion. A support staff member whose absence will interfere with the orderly operation of the school program shall be denied military leave, except in unusual cases.

**THE SCHOOL BOARD OF
GADSDEN COUNTY**

SUPPORT STAFF
4430.07/page 3 of 3

Bargaining unit members should refer to the collective bargaining agreement for more information pertaining to military leave.

F.S. 115.07, 115.09, 115.14, 121.111, 250.341, 1012.23
38 U.S.C. 2021 et seq.
38 U.S.C. 4312
38 U.S.C. 4323

© NEOLA 2014

REVISED

Formatted: Font: Bold

1

WEAPONS

2 Pursuant to State law, ~~t~~The School Board prohibits students from ~~possessing,~~
3 ~~storing, making, or using a weapon, including openly carrying a handgun or~~
4 ~~carrying a concealed weapon or firearm, in a school safety zone, into any elementary~~
5 ~~or secondary school, into any administration building, as well as into any Board~~
6 ~~meeting, and any setting that is under the control and supervision of the District for~~
7 ~~the purpose of school activities approved and authorized by the District including,~~
8 ~~but not limited to, property leased, owned, or contracted for by the District, a~~
9 ~~school-sponsored event, or in a District vehicle without the permission of the~~
10 ~~Superintendent. Furthermore, the Board prohibits District employees and students~~
11 ~~from having an unloaded firearm securely encased within the interior of a private~~
12 ~~motor vehicle when that vehicle is parked on property leased, owned, or contracted~~
13 ~~for by the Board.~~

14 Weapons and firearms as defined in F.S. 790.001 and include, but are not limited
15 to, firearms, guns of any type, knives, razors, clubs, electric weapons, metallic
16 knuckles, martial arts weapons, ammunition, and explosives.

17 For purposes of this policy, the term "weapon" also means any object which, in the
18 manner in which it is used, is intended to be used, or is represented, is capable of
19 inflicting serious bodily harm or property damage, as well as endangering the health
20 and safety of persons.

21 This policy shall also encompass such actions as look-alike items, false fire alarms,
22 bomb threats, or intentional calls to falsely report a dangerous condition.

23 The Superintendent is authorized to establish administrative procedures on
24 weapons ~~which that~~ require students to immediately report knowledge of weapons
25 and threats of violence by students and staff to the building principal. Failure to
26 report such knowledge may subject the student to immediate suspension and
27 potential expulsion from school.

28

1
2
3
4 Exceptions to the Board's prohibition from openly carrying a handgun or carrying a
5 concealed weapon or firearm in the school safety zone of any elementary or
6 secondary school, into any administration building, as well as into any Board
7 meeting, any setting that is under the control and supervision of the District for the
8 purpose of school activities approved and authorized by the District including, but
9 not limited to, property leased, owned, or contracted for by the District, any school-
10 sponsored event, or in a District vehicle include the following:
11

12 A. A student may carry an unloaded firearm in a case to a firearms
13 program, class, or function which has been approved in advance by
14 the Principal or site administrator as a program or class to which
15 firearms could be carried.
16

17 B. A student eighteen (18) years of age or older may carry an unloaded
18 firearm in a case to a career center having a firearms training range.
19

20 C. Members of the Armed Forces, National Guard, police or other
21 licensed law enforcement officers, as well as students enrolled in the
22 District's Junior ROTC Program while under the direct supervision
23 of District staff members, may possess a firearm or weapon.
24

25 D. Items pre-approved by the building principal as part of a class or
26 individual presentation or a theatrical prop used under adult
27 supervision, if used for the purpose and in the manner approved,
28 would be an exception to this policy. (Working firearms and any
29 ammunition will never be approved as part of a presentation.)
30

31 The Superintendent will refer any student who violates this policy to the student's
32 parents or guardians and to the criminal justice or juvenile delinquency system.
33 The student may also be subject to disciplinary action, up to and including
34 expulsion.

The Superintendent shall post notices at each entrance of a school and/or school
building and in areas inside the building where visitors are required to report
prohibiting an individual from openly carrying a handgun or carrying a concealed
weapon or firearm in a school safety zone, including schools and school buildings,
on school premises and school buses, and at school activities. Such notices shall
also be posted at each entrance leading into a school activity (particularly those
activities held outside of the school building) and school campuses. Further, notices
shall be posted in each school bus and other Board-owned vehicle, including a
school van.

35 ~~Items pre approved by the building principal as part of a class or individual~~
36 ~~presentation or a theatrical prop used under adult supervision, if used for the~~

Formatted: Normal

Formatted: Normal

**THE SCHOOL BOARD OF
GADSDEN COUNTY**

STUDENTS
5772/page 3 of 3

1 purpose and in the manner approved, would be an exception to this policy. Working
2 ~~firearms and any ammunition will never be approved as part of a presentation.~~

3 F.S. ~~790~~, 790.001, 790.06, 790.115, 790.251, 1001.43(1)(a), 1006.07
4 18 U.S.C. 922
5 20 U.S.C. 7151

6 © **NEOLA 20092014**

REVISED

Formatted: Font: Bold

1

WEAPONS

2 But for the exceptions specified below, pursuant to State law, †The School Board
3 prohibits visitors from possessing, storing, making, or using a weapon, including
4 openly carrying a handgun or carrying a concealed weapon or firearm, in thea school
5 safety zone of any elementary or secondary school, into any administration building,
6 as well as into any Board meeting, and any setting that is under the control and
7 supervision of the District for the purpose of school activities approved and
8 authorized by the District including, but not limited to, property leased, owned, or
9 contracted for by the District, any school-sponsored event, or in a District vehicle.

10 The term "weapon" means any object which, in the manner in which it is used, is
11 intended to be used, or is represented, is capable of inflicting serious bodily harm or
12 property damage, as well as endangering the health and safety of persons. Weapons
13 include, but are not limited to, firearms, guns of any type, including air and
14 gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric
15 weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.
16 (F.S. 790.001)
17

18 The Superintendent shall refer a visitor who violates this policy to law enforcement
19 officials and may take any necessary steps to exclude the visitor from District
20 property and District sponsored events, regardless of whether such visitor possesses
21 a valid concealed weapon license.

22 Exceptions

23
24 Exceptions to the Board's prohibition from openly carrying a handgun or carrying a
25 concealed weapon or firearm, in the school safety zone of any elementary or
26 secondary school, into any administration building, as well as into any Board
27 meeting, any setting that is under the control and supervision of the District for the
28 purpose of school activities approved and authorized by the District including, but
29 not limited to, property leased, owned, or contracted for by the District, any school-
30 sponsored event, or in a District vehicle include the following:

31
32 A. Members of the Armed Forces, National Guard, police or other
33 licensed law enforcement officers, as well as other persons approved
34 by the school or District on a case-by-case basis, may possess a
35 firearm or weapon.
36

1
2
3
4 B. A person may have an unloaded firearm securely encased within the
5 interior of a private motor vehicle if the firearm or weapon is carried
6 for a lawful purpose and is not readily available for immediate use.
7

8 This exception does not apply to adult students or to employees who
9 park their vehicle on property leased, owned, or contracted for by
10 the Board.
11

12 C. A person may carry an unloaded firearm in a case to a firearms
13 program, class or function which has been approved in advance by
14 the Principal or site administrator as a program or class to which
15 firearms could be carried.
16

17 D. A person may carry an unloaded firearm in a case to a career center
18 having a firearms training range.
19

20 E. Staff members, contractors, vendors, or their employees may
21 possess and use tools, instruments, and other devices on District
22 property or at District-sponsored events, including in vehicles in
23 either situation, even though such items fall within the definition of
24 weapons, provided that such possession and use is in accordance
25 with the terms of a written contract with the Board, or is otherwise
26 in furtherance of their duties under such a contract and is
27 authorized in advance by the Superintendent.
28

29 Concealed Weapon or Firearm

30
31 A person may be in lawful possession of a concealed weapon or firearm on School
32 Board property with certain exceptions; a concealed weapon or firearm may not be
33 carried:
34

35 A. into any District elementary or secondary school facility or career
36 center;
37

38 B. into an administration building as defined below;
39

40 C. into an athletic event that is not related to firearms; or
41

42 D. into a Board meeting.
43

44 For purposes of this policy the term "administration building" is any Board-owned or
45 leased facility where one or more administrative employees are assigned.
46

**THE SCHOOL BOARD OF
GADSDEN COUNTY**

PROPERTY
7217/page 3 of 3

1
2
3
4
5
6

For the purposes of this policy, "school property" means the property of any preschool, elementary school, middle school, junior high school, secondary school, career center, or postsecondary school, whether public or nonpublic.

7
8
9

The ~~Board directs the~~ Superintendent ~~to~~ shall post notices prohibiting the carrying and possession of concealed weapons in a school safety zone, including schools and school buildings, on school premises and school buses, and at school activities.

10
11
12
13
14
15
16
17
18

The Superintendent shall conspicuously post such notices at each entrance of a school and/or school building and in areas inside the building where visitors are required to report prohibiting an individual from openly carrying a handgun or carrying a concealed weapon or firearm in a school safety zone, including schools and school buildings, on school premises and school buses, and at school activities. Such notices shall also be posted at each entrance leading into a school activity (particularly those activities held outside of the school building) and ~~pareel of~~ landschool campuses. Further, notices shall be posted in each school bus and other Board-owned vehicle, including a school van.

19
20

F.S. 790.001, 790.06, 790.115, 790.251, 1001.43 (1)(a), 1006.07
18 U.S.C. 922

21

© NEOLA **20082014**

|

© NEOLA 2008

REVISED

FOOD SERVICE PROGRAM

The School Board shall, upon the recommendation of the Superintendent, employ the staff necessary to a food service program in each school in accordance with Federal and State laws, regulations, Board policies, and District procedures.

The Food Services Program shall participate in the National School Lunch and Breakfast Programs and comply with all Federal and State regulations pertaining to the program.

A. Food Service Program

The District recognizes the importance of good nutrition to each student's educational performance.

This program shall be operated primarily as a service to students by providing:

1. attractive and nutritious meals for students;
2. food service facilities designed to achieve the maximum in efficiency and cleanliness;
3. worthwhile learning experiences which will contribute to the emotional, spiritual, aesthetic, and social development of students;
4. the opportunity for developing in the students good eating and social habits.
5. competitive food items and beverages that are available for sale to students a la carte in the dining area that comply with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs, the USDA Smart Snacks in Schools regulations, F.A.C. 5P-1.003, and applicable State law. (see also Policy 8550, Competitive Foods)

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32

B. Staffing

1. Administrative Responsibility

The Assistant Superintendent for Business Services shall have the direct responsibility for supervision and administration of the food service program and shall provide system-wide coordination and supervision directed toward the most efficient and nutritional operation at the lowest possible cost to the student.

2. Principal

The principal and local school staff shall have the following responsibilities:

- a. to comply with Federal and State laws, regulations, and the Board's policies
- b. to effect, through classroom instruction and learning experiences outside the classroom, ways to increase the students knowledge of nutrition
- c. to schedule students to effect the greatest participation in the school food service program
- d. to comply with food holds and recalls in accordance with USDA regulations.

3. Food Service Manager

The Food Service Manager shall work under the direct supervision of the principal of the assigned school in accordance with Board policy, State law, and other applicable legal requirements.

4. Other Food Service Personnel

Additional personnel shall be employed in accordance with established procedures and job classifications.

1 5. Employment of Minors
2

3 The rate of pay for employed minors shall be that of a
4 beginning cafeteria worker. Length of workday and duties
5 performed shall be in compliance with the Child Labor Laws.
6 No student shall be required to work for a free or
7 reduced-price meal.

8 C. General Provisions

9 1. Availability of Meals
10

11 Students, employees of the Board, Board members, and the
12 invited guests of school principals are the only persons who
13 may eat in the school cafeteria.

14 2. Commodities
15

16 U.S. Department of Agriculture (USDA) commodities shall be
17 used in accordance with current USDA and applicable State
18 rules and regulations.

19 3. Sanitation
20

21 A copy of each school's most recent sanitation inspection
22 report shall be posted in a publicly visible location and on the
23 school website.

24 4. Food Safety
25

26 As required by law, a food safety program based on the
27 principles of the Hazard Analysis and Critical Control Points
28 (HACCP) system shall be implemented with the intent of
29 preventing food-borne illnesses. For added safety and
30 security, access to the facility and food stored therein shall be
31 limited to food service staff and other authorized personnel.

32 D. Cost of Meals
33

34 The food service program shall be operated on a nonprofit basis.
35 The price of meals shall be set by the Board upon the
36 recommendation of the Superintendent. Food service employees are
37 given a lunch as part of their salary; other adults shall pay the
38 Board-adopted adult sale price.

1 E. Eligibility for Free or Reduced-Price Meals

2
3 It is the intent of the Board to participate in the National School
4 Lunch and Breakfast Program and to offer paid, free, or
5 reduced-price meals in accordance with the USDA guidelines.

6 F. School Breakfast Program

7
8 Breakfast meals shall be available to all students in each
9 elementary, middle, and high school. The Board will do so by
10 participating in the National School Breakfast Program and offering
11 paid, free, and reduced-price breakfast meals in accordance with the
12 USDA Guidelines.

13
14 Further, regardless of the percentage of students in a school who
15 qualify for free or reduced-price meals, the Board shall offer
16 breakfast meals free of charge to all students in each of the District's
17 elementary, middle, and high school in accordance with USDA
18 guidelines.

19 G. Accounting

20 1. Superintendent

21
22 The Superintendent shall be responsible for the accurate
23 accounting of all commodities, equipment, supplies, and cash
24 in accordance with School District requirements and for
25 making such reports as required.

26
27 A periodic review of the food-service accounts shall be made
28 and any surplus funds from the National School Lunch
29 Program shall be used to reduce the cost of the service to
30 students or to purchase cafeteria equipment. Surplus funds
31 from a-la-carte foods purchased using funds from the
32 nonprofit food service account must accrue to the nonprofit
33 food service account.

REVISED

Formatted: Font: Bold

1 WELLNESS

2 As required by law, the School Board establishes the following wellness policy for the
3 School District.

4 The Board recognizes that good nutrition and regular physical activity affect the
5 health and well-being of the District's students. Furthermore, research suggests
6 that there is a positive correlation between a student's health and well-being and
7 his/her ability to learn. Moreover, schools can play an important role in the
8 developmental process by which students establish their health and nutrition habits
9 by providing nutritious meals and snacks through the schools' meal programs, by
10 supporting the development of good eating habits, and by promoting increased
11 physical activity both in and out of school.

12 The Board, however, believes this effort to support the students' development of
13 healthy behaviors and habits with regard to eating and exercise cannot be
14 accomplished by the schools alone. It will be necessary for not only the staff, but
15 also parents and the public at large to be involved in a community-wide effort to
16 promote, support, and model such healthy behaviors and habits.

17 The Board sets the following goals in an effort to enable students to establish good
18 health and nutrition habits:

19 A. With regard to nutrition education:

- 20 1. Nutrition education shall be included in the sequential,
21 comprehensive Health curriculum in accordance with the
22 curriculum standards and benchmarks established by the
23 State.
- 24 2. Nutrition education shall include opportunities for
25 appropriate student projects related to nutrition, involving,
26 when possible, community agencies and organizations.
- 27 3. Nutrition education shall extend beyond the classroom by
28 engaging and involving the school's food service staff.
- 29 4. Nutrition education posters, such as the Food Pyramid Guide,
30 will be displayed in the cafeteria.

- 1 5. The school cafeteria shall serve as a learning lab by allowing
2 students to apply the knowledge, attitudes, and skills taught
3 in the classroom when making choices at mealtime.
- 4 6. Nutrition education shall extend beyond the school by
5 engaging and involving families and the community.
- 6 7. Nutrition education standards and benchmarks promote the
7 benefits of a balanced diet that includes fruits, vegetables,
8 whole grain products, and low-fat and fat-free dairy products.
- 9 8. Staff responsible for providing instruction in nutrition
10 education shall regularly participate in professional
11 development activities designed to better enable them to
12 teach the benchmarks and standards.
- 13 9. The District shall provide information to parents that is
14 designed to encourage them to reinforce at home the
15 standards and benchmarks being taught in the classroom.
- 16 B. With regard to physical activity:
- 17 1. Physical Education
- 18 a. A sequential, comprehensive physical education
19 program shall be provided for students in K-12 in
20 accordance with the standards and benchmarks
21 established by the State.
- 22 b. All students, including those with disabilities, special
23 health care needs and in alternative educational
24 settings (to the extent consistent with the students'
25 IEPs), shall receive instruction in physical education
26 pursuant to Policy 2280 - Physical Education.
- 27 c. Planned instruction in physical education shall be
28 sufficient for students to achieve a proficient level with
29 regard to the standards and benchmarks established
30 by the State.
- 31 d. Properly certificated, highly qualified teachers shall
32 provide all instruction in physical education.

- 1 e. Planned instruction in physical education shall teach
2 cooperation, fair play, and responsible participation.
- 3 f. Planned instruction in physical education shall be
4 presented in an environment free of embarrassment,
5 humiliation, shaming, taunting, or harassment of any
6 kind.
- 7 g. Planned instruction in physical education shall
8 promote participation in physical activity outside the
9 regular school day.
- 10 2. Physical Activity
- 11 a. Physical activity shall not be employed as a form of
12 discipline or punishment.
- 13 b. Physical activity and movement shall be integrated,
14 when possible, across the curricula and throughout
15 the school day.
- 16 c. Schools shall encourage families to provide physical
17 activity outside the regular school day, such as
18 outdoor play at home, participation in sports
19 sponsored by community agencies or organizations,
20 and in lifelong physical activities like bowling,
21 swimming, or tennis.
- 22 d. All students in grades K-5 shall be provided with a
23 daily recess period at least forty (40) minutes in
24 duration. Recess shall not be used as a reward or
25 punishment.
- 26 e. The school shall provide students in grades 9 - 12 with
27 the opportunity to use physical activity in which they
28 participate outside the regular school day (other than
29 organized interscholastic athletics) to satisfy curricular
30 requirements.
- 31 f. All students in grades K - 12 shall have the
32 opportunity to participate in extracurricular activities
33 and intramural programs that emphasize physical
34 activity.

- 1 g. All students in grades 6 -12 shall have the opportunity
2 to participate in interscholastic sports programs.
- 3 C. With regard to other school-based activities:
- 4 1. The schools shall provide at least thirty (30) minutes daily for
5 students to eat.
- 6 2. The schools shall schedule mealtimes so there is minimum
7 disruption by bus schedules, recess, and other special
8 programs or events.
- 9 3. The school shall provide attractive, clean environments in
10 which the students eat.
- 11 4. Students, parents, and other community members shall have
12 access to, and be encouraged to use, the school's outdoor
13 physical activity facilities outside the normal school day.
- 14 5. The schools may provide opportunities for staff, parents, and
15 other community members to model healthy eating habits by
16 dining with students in the school dining areas.
- 17 6. The schools may demonstrate support for the health of all
18 students by hosting health clinics and screenings and
19 encouraging parents to enroll their eligible children in
20 Medicaid or in other children's health insurance programs for
21 which they may qualify.
- 22 7. Schools in our system utilize electronic identification and
23 payment systems, therefore, eliminating any stigma or
24 identification of students eligible to receive free and/or
25 reduced meals.
- 26 8. Students are discouraged from sharing their foods or
27 beverages with one another during meal times, given
28 concerns about allergies and other restrictions on some
29 students' diets.

1 Furthermore, with the objectives of enhancing student health and well-being, and
2 reducing childhood obesity, the following guidelines are established:

3 A. In accordance with Policy 8500, entitled Food Service, the food
4 service program shall comply with Federal and State regulations
5 pertaining to the selection, preparation, consumption, and disposal
6 of food and beverages as well as to the fiscal management of the
7 program.

8 B. The sale of foods of minimal nutritional value in the food service
9 area during the lunch period is prohibited.

10 C. As set forth in Policy 8531, entitled Free and Reduced Price Meals,
11 the guidelines for reimbursable school meals are not less restrictive
12 than the guidelines issued by the U.S. Department of Agriculture
13 (USDA).

14 D. The food service program will strive to be financially self-supporting;
15 however, if it is necessary to subsidize the operation, it will not be
16 through the sale of foods with minimal nutritious value.

17 E. The food service program will provide all students affordable access
18 to the varied and nutritious foods they need to be healthy and to
19 learn well.

20 F. All food items and beverages available for sale to students for
21 consumption on campus ~~during the between midnight and thirty~~
22 ~~(30) minutes after the close of the regular school day shall comply~~
23 ~~with the current USDA *Nutrition Standards for the National School*~~
24 ~~*Lunch and School Breakfast Programs, the USDA Smart Snacks in*~~
25 ~~*Schools* regulations, F.A.C. 5P-1.003, and applicable State~~
26 ~~law~~ Dietary Guidelines for Americans, including competitive foods
27 that are available to students a la carte in the dining area, as well as
28 food items and beverages from vending machines, from school
29 stores, or as fund-raisers by student clubs and organizations,
30 parent groups, or boosters clubs, ~~as classroom snacks, from vending~~
31 ~~machines, for classroom parties, or at holiday celebrations.~~

32 G. ~~All foods available to students in the dining area during school food~~
33 ~~service hours shall comply with the current USDA Dietary~~
34 ~~Guidelines for Americans, including competitive foods available to~~
35 ~~student a la carte or from vending machines.~~

1 H. ~~All foods available on campus at any time shall comply with the~~
2 ~~current USDA Dietary Guidelines for Americans, including~~
3 ~~competitive foods that are available to students a la carte in the~~
4 ~~dining area, as well as foods that are served from vending machines~~
5 ~~or at any school related event.~~

6 GI. The school food service program may involve students, parents,
7 staff, and/or school officials in the selection of competitive food
8 items to be sold in the schools.

9 HJ. Nutrition information for competitive foods available during the
10 school day shall be readily available near the point of purchase.

11 IK. All foods available to students in District programs, other than the
12 food service program, shall be served with consideration for
13 promoting student health and well-being.

14 LJ. The school shall prepare and distribute to staff, parents, and
15 after-school program personnel a list of snack items that comply
16 with the current USDA Dietary Guidelines for Americans.

17 MK. All food service personnel shall receive pre-service training in food
18 service operations.

19 NL. Continuing professional development shall be provided for all staff of
20 the food service program.

21 The Board designates the Superintendent as the individual(s) charged with
22 operational responsibility for measuring and evaluating the District's
23 implementation and progress under this policy. The Superintendent shall develop
24 administrative procedures necessary to implement this policy.

25 The Superintendent shall appoint the District wellness committee that includes
26 parents, students, representatives of the school food authority, educational staff
27 (including physical education teachers), school health professionals, members of the
28 public, and school administrators to oversee the development, implementation,
29 evaluation, and periodic update, if necessary, of the wellness policy.

30
31 The wellness committee shall be an ad hoc committee of the Board with members
32 recruited and appointed annually.
33
34

1
2
3
4 The appointed District wellness committee shall be responsible for accomplishing
5 the following:

- 6
7 A. assess the current environment in each of the District's schools;
8
9 B. measure the implementation of the District's wellness policy in each
10 of the District's schools;
11
12 C. review the District's current wellness policy;
13
14 D. recommend revision of the policy, as necessary; and
15
16 E. present the wellness policy, with any necessary revisions, to the
17 Board for approval or re-adoption if revisions are necessary.

Formatted: Level 1 List

18
19 Before the end of each school year the wellness committee shall submit to the
20 Superintendent and Board their report in which they describe the environment in
21 each of the District's schools and the implementation of the wellness policy in each
22 school, and identify any revisions to the policy the committee deems necessary.
23

24 The Superintendent shall report annually to the Board on the work of the wellness
25 committee, including their assessment of the environment in the District, their
26 evaluation of wellness policy implementation District-wide, and the areas for
27 improvement, if any, that the committee identified. The committee shall also report
28 on the status of compliance by individual schools and progress made in attaining
29 goals established in the policy.
30

31 The Superintendent shall also be responsible for informing the public, including
32 parents, students and community members, on the content and implementation of
33 this policy. In order to inform the public, the Superintendent shall distribute
34 information at the beginning of the school year to families of school children, and
35 post the wellness policy on the District's website, including the assessment of the
36 implementation of the policy prepared by the District.

37 Upon the recommendation of the Superintendent, the Board shall appoint members
38 of a committee who will review this policy annually. The committee shall include
39 representative(s) of the Board, the administration, parents, students, and the public.
40 After measuring and evaluating the progress towards achieving the goals set forth
41 herein, the committee shall submit a report to the Superintendent and Board that
42 includes a summary of their evaluation and lists any recommended changes to this
43 policy.

44 42 U.S.C. 1751 et seq.
45 42 U.S.C. 1771 et seq.

© NEOLA 2010

**THE SCHOOL BOARD OF
GADSDEN COUNTY**

OPERATIONS
8510/page 8 of 8

- 1 F.S. 1001.41, 1001.42, 1001.43, 1006.06, 1006.0605, 1006.0606
- 2 F.A.C. 6A-7.0411

| 3 © NEOLA 20102014

| © NEOLA 2010

REPLACEMENT POLICY – SEPTEMBER 2015

Formatted: Font: Bold

HOME EDUCATION PROGRAMS

A "home education program" means the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirements set forth in State law.

Formatted: Not Highlight

Home education programs are an available public school choice option for parents of students in the District and are excluded from meeting the day or hour requirements of the school day or school year.

Formatted: Not Highlight

Establishment of a Home Education Program

Parents residing in the District seeking to establish a home education program for their child shall notify the Superintendent of their intent to establish and maintain a home education program.

The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birthdates of all children who shall be enrolled as students in the home education program. Parents establishing and maintaining a home education program are not required to hold a valid regular Florida teaching certificate.

The notice shall be filed in the Superintendent's office within 30 days of the establishment of the home education program.

Formatted: Not Highlight

A written notice of termination of the home education program shall be filed in the Superintendent's office within 30 days after said termination.

Portfolios

Parents who establish a home education program shall maintain a portfolio of records and materials. The portfolio shall consist of the following:

- a. A log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used; and
- b. Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.

The portfolio shall be preserved by the parent for 2 years and shall be made available for inspection by the Superintendent, if requested, upon 15 days' written notice.

Annual Educational Evaluation

Parents who establish a home education program shall provide for an annual educational evaluation documenting their child's demonstration of educational progress at a level commensurate with her or his ability. The parent shall select the method of evaluation and shall file a copy of the evaluation annually with the Superintendent's office in the District. The annual educational evaluation shall consist of one of the following:

- a. A teacher selected by the parent shall evaluate the student's educational progress upon review of the portfolio and discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level;
- b. The student shall take any nationally normed student achievement test administered by a certified teacher;
- c. The student shall take a state student assessment test used by the District and administered by a certified teacher, at a location and under testing conditions approved by the District;
- d. The student shall be evaluated by an individual holding a valid, active license pursuant to the provisions of State law; or
- e. The student shall be evaluated with any other valid measurement tool as mutually agreed upon by Superintendent and the parent.

The Superintendent shall review and accept the results of the annual educational evaluation of the student in a home education program. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the Superintendent shall notify the parent, in writing, that such progress has not been achieved.

() and request that the parent submit the student's portfolio for review. Pursuant to State law, the parent must submit the portfolio within 15 days of receiving this notice.

The parent shall have 1 year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the 1-year probationary period, the student shall be reevaluated as specified in State law. Continuation in a home education program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.

Home Education Student Participation in Certain Activities

In accordance with Florida law, home education program students may participate in certain activities associated with the District. These activities include, but are not limited to, the following:

- a. Interscholastic extracurricular student activities,
- b. Dual enrollment programs, and
- c. District virtual instruction programs.

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Colorful List - Accent 1

Formatted: Underline, Font color: Red

Exceptional Student Education

Parents of students not enrolled in the District who suspect that their child has a disability should (1) contact the District's exceptional student education office and request that their child be tested and evaluated or (2) contact FLDOE's regional testing and resource center for testing and evaluation and request that their child be evaluated in accordance with State law. If requested to do so by a parent of student suspected of having a disability, the District shall perform testing and evaluation services for the child.

Formatted: Not Highlight

Formatted: Not Highlight

If it is determined that a child meets eligibility requirements for exceptional student education, his/her parent(s) may enroll the child in the District's ESE program to receive a free appropriate public education, choose to educate the child in a home education program, or choose to access other educational options provided by State law, such as Personal Learning Scholarship Account (PLSA), McKay Scholarship Program, or Virtual Education. The District is not obligated to provide services to students with disabilities who are served in any way other than in the District's ESE program.

If the parent of a child with a disability who is currently enrolled in a home education program chooses to enroll the child full time in the District, the District shall provide a free appropriate public education in accordance with the terms of Policy 2460 - Exceptional Student Education, the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973, and any other applicable Florida and Federal laws.

Formatted: Not Highlight

F.S. 490.003, 1001.41, 1002.20, 1002.41, 1002.45, 1003.01, 1003.21, 1006.03, 1006.15, 1007.27, 1007.271

FL DOE Home Education and ESE Services FAQs

© NEOLA 20022015