

AGENDA

REGULAR SCHOOL BOARD MEETING

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

August 23, 2016

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

ITEMS FOR CONSENT

5. REVIEW OF MINUTES – **SEE ATTACHMENT**
 - a. July 26, 2016, 4:30 p.m. – School Board Workshop
 - b. July 26, 2016, 6:00 p.m. – Tentative Budget Hearing
 - c. July 26, 2016, Immediately Following Tentative Budget Hearing at 6:00 p.m.
- Regular School Board Meeting
 - d. August 2, 2016, 6:00 p.m. – Special School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #4**
 - a. Personnel 2016 – 2017

ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Security Contract – **SEE PAGE #9**

Fund Source: 110

Amount: See Contract Document

ACTION REQUESTED: The Superintendent recommends approval.

- b. Edgenuity, Inc. – **SEE PAGE #11**

Fund Source: General Revenue
Amount: \$73,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Federal Programs Purchase Orders - **SEE PAGE #14**

Fund Source: Federal
Amount: \$117,974.95

ACTION REQUESTED: The Superintendent recommends approval.

- d. Agreement Between The School Board of Gadsden County Public Schools and ProCare Therapy, Inc. – **SEE PAGE #32**

Fund Source: FEFP Dollars
Amount: \$58.00 - \$62.00 (per hour for actual hours worked)

ACTION REQUESTED: The Superintendent recommends approval.

- e. Contacted Music Therapy with Hakeem Leonard, MT-BC of Healing Hearts
SEE PAGE #36

Fund Source: IDEA
Amounts: \$22,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- f. Contractual Agreement Between SBGC and PAEC – **SEE PAGE #41**

Fund Source: General Revenue
Amount: \$72,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- g. 2016-17 Postsecondary Student Fee Survey – **SEE PAGE #50**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- h. Dual Enrollment & Career Pathways Articulation Agreement Between Florida A&M University and Gadsden County Schools 2016 – 2017
SEE PAGE #52

Fund Source: FEFP
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

8. EDUCATIONAL ISSUES

- a. Student Progression Plan 2016 – 2017 - **SEE PAGE #67**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

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

The School Board of Gadsden County

Reginald C. James

SUPERINTENDENT
OF SCHOOLS



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

August 23, 2016

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

Dear School Board Members:

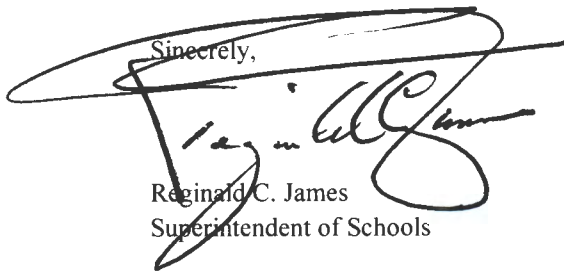
I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 6A Instructional and Non-Instructional Personnel 2016-2017

The following reflects the total number of full-time employees in this school district for the 2016-2017 school term, as of August 23, 2016.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees August 2016</u>
Classroom Teachers and Other Certified	120 & 130	413.00
Administrators	110	52.00
Non-Instructional	150, 160, & 170	<u>383.00</u>
		848.00

Sincerely,


Reginald C. James
Superintendent of Schools

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 32332
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 6B, INSTRUCTIONAL AND NON INSTRUCTIONAL 2016/2017**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>
Roberts, Sharon	CPA/SFS Worker	07/07/2016	09/05/2016

<u>RESIGNATION</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Cherry, Avondika	District ESE	Program Specialist	09/08/2016
Diaz, Jose	WGHS	JROTC	08/31/2016
Davis-Sweet, Eva	GWM	Ed. Paraprofessional	08/10/2016
Kraut, Lisa	GWM	Teacher	07/28/2016
McMillan-Gatlin, Patricia	WGHS	Teacher	07/29/2016
Moody, Cheryl*	WGHS	Reading Coach	08/12/2016
Peoples, Latanja	EGHS	Teacher	07/26/2016
Plewa, Albert	GEMS	Teacher	07/31/2016
Robinson, Gladys	GRES	Teacher	07/26/2016
Shingles, Christine	GWM	Teacher	07/27/2016
Stinson, Wendy	GWM	Teacher	08/01/2016
Williams, Sheila Lakay	SJES	Teacher	08/12/2016

*Resigned to accept another position in the district

<u>TRANSFERS</u>	<u>Location/Position</u>	<u>Location/Position</u>	<u>Effective Date</u>
<u>Name</u>	<u>Transferring From</u>	<u>Transferring To</u>	
Alday, Deborah	SJES/SFS Manager	GEMS/SFS Manager	08/11/2016
Allen, Mark	EGHS/Teacher	GBES/Teacher	08/08/2016
Hurchins, Felix	GEMS/Teacher	SJES/Teacher	08/11/2016
Presha, Renee	EGHS/Teacher	GWM/Teacher	08/08/2016
Stallworth, Shakera	SSES/Teacher	EGHS/Teacher	08/08/2016
Williams, Shannon	GWM/Teacher	WGHS/Teacher	08/08/2016

RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Knight, Latheria	HMS	Custodial Assistant	07/31/2016

INSTRUCTIONAL

<u>Annual</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Amin, Roshni	GBES	Teacher	08/08/2016
Alexander, Maresha	EGHS	Guidance Counselor	08/18/2016
Bailey, Rhett	WGHS	Teacher	08/08/2016
Barnes, Linda	GTI	Teacher	08/16/2016
Bratcher, Whitney	HMS	Teacher	08/08/2016
Bullock, Gino	EGHS	Teacher	08/09/2016
Cherono, Rael	EGHS	Teacher	08/08/2016
Daniels, James	GEMS	Teacher	08/08/2016
Davis, Lynda	GWM	Teacher	08/08/2016
Davis, Tony	JASMS	Teacher	08/08/2016
Dixon, Shantoria	SSES	Teacher	08/08/2016
Estremera Marcial, Ricardo	WGHS	Teacher	08/08/2016
Foss, Erin	WGHS	Teacher	08/08/2016
Francois, Stephanie	GRES	Teacher	08/08/2016
Glynn, Shannon	JASMS	Teacher	08/08/2016
Green, Cory	WGHS	Teacher	08/08/2016
Hanneken, Katelyn	GEMS	Teacher	08/08/2016
Harmon, Ashleigh	SJES	Teacher	08/12/2016
Hebets, Stephanie	GWM	Teacher	08/08/2016
Hill, Brandon	EGHS	Teacher	08/08/2016
Jones, Antoinette	CES	Teacher	08/08/2016
Jones, Desheona	HMS	Teacher	08/08/2016
Jones, GaMocha	GTI	Teacher	08/08/2016
Johnson, Gregory	WGHS	Teacher	08/08/2016
Lay, Paula	CPA	Teacher	08/08/2016
Legler, Richard	WGHS	Teacher	08/08/2016
Lincoln, Derek	GWM	Teacher	08/08/2016
Linnen, Tiffany	JASMS	Teacher	08/08/2016
Lockwood, Chavien	EGHS	Teacher	08/08/2016
Mendez, Ysenia	EGHS	Teacher	08/11/2016
Mitchell, Batese	WGHS	Guidance Counselor	08/08/2016
Murhead, Thomas	WGHS	Teacher	08/08/2016
Parker, Breon	GWM	Teacher	08/08/2016
Pitts, William	WGHS	Teacher	08/08/2016
Powell, Chase	WGHS	Teacher	08/08/2016
Richardson, Shareese	HMS	Teacher	08/08/2016
Robinson, Corbin	EGHS	Teacher	08/08/2016
Sailor, Kimberly	HMS	Teacher	08/08/2016
Salters, Brandon	WGHS	Teacher	08/08/2016
Sanford, Charles	CES	Teacher	08/08/2016
Sapp, Angela	GTI	CTE	08/08/2016
Shoy, Briceyda	CPA	Teacher	08/08/2016
Sims, Jamal	WGHS	Teacher	08/08/2016
Taylor, Patricia	GWM	Teacher	08/08/2016
Tolbert, Stephanie	CPA/GEMS	Media Specialist	08/08/2016
Toussaint, John	WGHS	Teacher	08/08/2016
Trotman, Tatyana	EGHS	Teacher	08/08/2016
Walker, Renette	CPA	Teacher	08/08/2016
West, Mashayla	GEMS	Teacher	08/15/2016
Williams, Jennifer	GWM	Teacher	08/08/2016
Williams, Shelia	SSES	Teacher	08/08/2016
Wilson, Shironda	SSES	Teacher	08/08/2016
Winters, Victor	JASMS	Teacher	08/08/2016

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Alexander, Maresha	EGHS	Guidance Counselor	08/22/2016
Bridges, Minnie	Transportation	Bus Aide	08/15/2016
Bryant, Ebony	GWM	Ed. Paraprofessional	08/16/2016
Carr, Emma	Transportation	Bus Aide	08/15/2016
Copeland, Henry	CES	SFS Worker	08/12/2016
Coster, Eula	Transportation	Bus Aide	08/15/2016
Daigle, Alicia	GRES	Teacher	08/08/2016
Daniels, James	GEMS	Teacher	08/08/2016
Davis, Lazell	Transportation	Bus Aide	08/15/2016
Davis, Lynda	GWM	Elementary Ed.	08/15/2016
Davis, Mae	GWM	Ed. Paraprofessional	08/08/2016
Drayton, Yolanda	GWM	SFS Worker	08/12/2016
Holloman, Annie	Transportation	Bus Aide	08/12/2016
Hammond, Rufus	WGHS	SFS Worker	08/12/2016
Johnson, Annie	SSES	SFS Worker	08/12/2016
Jordan, Willie	CES	SFS Worker	08/12/2016
Lewis, Kourtney	GTI	Secretary	08/15/2016
Moody, Cheryl	WGHS	Assistant Principal	08/08/2016
Ogunti, Sharon	PreK	Bus Aide	08/15/2016
Reyes, Nicole	PreK	HIPPY Coordinator	08/15/2016
Robbins, Margaret	GRES	SFS Worker	08/12/2016
Russ, George	JASMS	Ed. Paraprofessional	08/08/2016
Shaw-Robinson, Antonita	GWM	Office Manager	08/01/2016
Salais, Leticia	GBES	Ed. Paraprofessional	08/08/2016
Smith, Jomola	GWM	SFS Worker	08/12/2016
Starks, Shalanda	PreK	Ed Paraprofessional	08/15/2016
Villegas Jimenez, Rosa	GRES	ESOL Paraprofessional	08/12/2016
Williams, Vilie	GWM	SFS Worker	08/12/2016
Winbush, Jessica	CPA	SFS Worker	08/12/2016

OUT-OF-FIELD

<u>Name</u>	<u>Location</u>	<u>Out-of-Field Area</u>	<u>No. of Periods</u>
Alexander, Maresha	EGHS	Guidance and Counseling	All Day
Andrews, Pamela	CES	Elementary Ed.	All Day
Bratcher, Whitney	HMS	Exceptional Student Education	All Day
Bullock, Gino	EGHS	PE	All Day
Daniels, Yakesia	SSES	Elementary Ed.	All Day
Foss, Erin	WGHS	ESE	All Day
Kirkland, Earnest	SJES	Guidance and Counseling	All Day
Lincoln, Derek	GWM	Elementary Ed.	All Day
Murhead, Thomas	WGHS	Teacher	All Day
Nash, Beverly	CPA/GEMS	Guidance Counselor	All Day
Ormsby, Rashid	WGHS	Math, SH	All Day
Parker, Breon	GWM	Elementary Ed.	All Day
Robinson, Corbin	EGHS	Reading	All Day
Taylor, Patricia	GWM	Elementary Ed.	All Day
Tolbert, Stephanie	CPA/GEMS	Library Media	All Day
Trotman, Tatyana	EGHS	Agriculture	All Day
Williams, Jennifer	GWM	Elementary Ed.	All Day
Winters, Victor	JASMS	Math	1 Period

Instructional Personnel

Annual

Branch, Whitney
Hurdle, Adam
Parrish, Bobby
Smith, Leroy
Thomas, Marvin

Substitutes

Davis, Dionne
Gooding, Annie
Harris-Jefferson, Martha
Redding, Sabrina
Robinson, Adrienne
Washington, Alex
Wooten, Anthony
Williams, Elizabeth

Substitutes SFS/Custodial

Brown, Bennie
Crews, Kiarri
Munroe, Pinky

Substitutes SFS

Battles, Barry
Butler, Tomicena
Lewis, Rashunn
Wilson, Gladys



SDJ SECURITY AGENCY
SERVICE AND DEPENDABILITY

623 KEVER LANE
QUINCY, FL 32351
850-491-9291
FAX: 850-627-2247

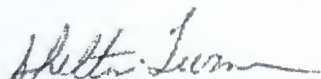
July 14, 2016

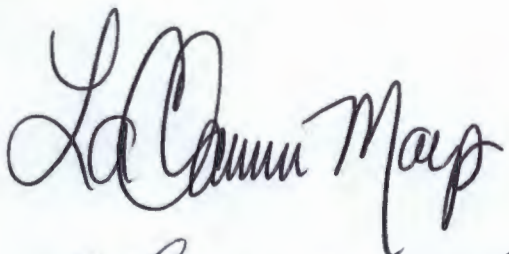
To: Gadsden County School Board

C/C: Gadsden Central Academy

Ref: Security Service

This memo is to express interest for SDJ LLC to provide security at Gadsden Central Academy for School term August 15, 2016- May 31, 2017. With an hourly rate of \$33.50 per hour at 6.5 hour per day for 178 days. Total hours for the contract period is 1,157 for this period for a total of \$ 38,759.50. I am looking forward to providing this service again this year, thanking you in advance for your consideration in this matter, if you have any questions, please feel free to contact me at (850) 491-9291


Shelton Turner


Sharon B. Thomas

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: August 23, 2016

TITLE OF AGENDA ITEM: Edgenuity, Inc.

DIVISION: Federal and General Revenue



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

PURPOSE AND SUMMARY OF ITEM:

This is a continuation program and is the second of three annual payments for Edgenuity Virtual Content to enhance regular school instructional opportunities. Edgenuity Content is an on-line instruction program that can be used as: a stand-alone program in a school with a teacher of record working with individual students on an independent study basis; enhancement to a regular teacher's lesson plan as a blended learning option; for flipping classrooms to improve student engagement and assist a teacher in becoming a facilitator of instruction; to replace the need for hiring a teacher if student numbers in an advanced class are so low that it is not cost effective to provide an instructor; for national test preparation (ACT/SAT); or it can be used to place students with an Edgenuity Instructor in a purely virtually environment, helping the district meet its statutory graduation requirement that all students take at least one virtual course. Edgenuity courses provide more flexibility and course options to keep students focused academically. Students can access the program anytime, anywhere and learn at their own pace, taking notes, and rewinding the video to review a concept or lesson. The content allows for full course customization where components of a course can be removed, reordered, added, or enhanced to allow for differentiated instruction based on an individual student's needs. It provides a platform for customized learning for ESE and ELL students. It provides credit recovery courses that can be customized to a student's particular missing academic components so that they can graduate on time with their cohort. Edgenuity is a state-approved virtual education provider that has been vetted by FDOE through multiple stages of review including evaluating course curriculum for alignment with state and national standards, instructional services, research efficacy, staffing models, financial solvency, and the academic results of current and previous student users. This option also assists the district in better maximizing its current staff so that additional staffing increases do not further impact the already stressed general revenue. Edgenuity virtual content is currently being used by Duval, Palm Beach, Escambia, Walton, St. Lucie, Bradford, Martin, Polk, Suwannee, Madison, Holmes, Sarasota, Bay, Lake, Collier, and other districts in Florida. This is an investment in a proactive program to better prepare students for college and careers.

FUND SOURCE: General Revenue

AMOUNT: \$ 73,000.00

PREPARED BY: Thomas Kauffman

POSITION: Finance

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

udgeting/General Ledger | Purchasing / Accounts Payable | Accounts Receivable | Fixed Assets | Setup |

Drafts | Templates | Request History | Pending Approval | Approval History

Current Request

Look up PO #

2016 - 2017 ▼

Edgenuity

Requisition # 1991 PO # N/A Author Martin, Dana Vendor EDGENUITY, INC. Vendor Contact Greg Guy

Terms & Conditions
N/A

Deadline Date N/A Request Type Standard Request Date/Status 08/17/2016 08:07:35 Order Contact Dana Martin School Contact Rose Raynak

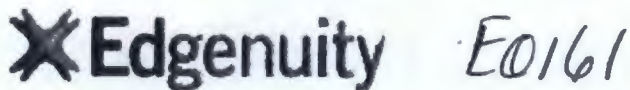
Deliver To
9016 : FED PRGMS-SCHOOL BOARD GADSDEN

Line Items

Reference #	Item #	Description	Qty	UOM	Unit Price	Amount
1	What:	Licenses for virtua	1.00		73000.00	73000.00
1	Term:	Year 2 out of 3 ye	1.00		0.00	0.00
						73,000.00

Allocations

Reference #	Fund	Function	Object	Facility	Project	Program	Budgeted	Committed	En
1 ▼	110 : ... ▼	5100 ... ▼	360 : ... ▼	7001 ... ▼	1104... ▼	▼	73,000.00	73,000.00	



Price Quote for Services
GADSDEN COUNTY SCHOOL

Edgenuity Inc.
8860 E. Chaparral Road
Suite 100
Scottsdale AZ 85250
480-423-0118

Date 5/4/2015
Quote # 15612
Vendor #

Software Version		Account Executive		Payment Schedule	
Version 4.5		Greg Guy		Paid Annually	
Pricing Expires		Contract Start Date		Contract End Date	
5/29/2015		7/1/2015		6/30/2018	
Header	Quantity	Description		Amount	
Content Licensing					
District Unlimited	1	Virtual Classroom and Web Administrator Site Licenses, Unlimited Usage for 79 Courses Including All Versions, 4 WL's and All VT's (Test Prep).		100,000.00	
Discount		Discount		-27,000.00	
Media Appliance	1	MA_Virtual Media Appliance (One-Time Cost)		1,500.00	
Please send signed quote back to me along with PO for first year @ \$74,500. 2nd payment of \$73,000 will be due by June 30th of 2016 & 3rd payment of \$73,000 by June 30th of 2017. (Total is \$220,500)				Total	\$74,500.00

This quote is made subject to Edgenuity Inc. Standard Terms and Conditions of Purchase and License ("Terms and Conditions"). The Terms and Conditions are available in their entirety at: <http://www.edgenuity.com/Edgenuity-standard-terms-and-conditions-of-sale.pdf> and are incorporated herein by this reference.

If this Quote includes any Sophia® Learning Inc. courses for purchase, the following language applies to any such purchase (and this language is also found in the above linked Terms and Conditions): "Use of any Sophia course is prohibited for all students under the age of 13 years."

Code: 110 5100 310 7001

Program: 110 4740

District Contact

Signature _____

Print Name _____

Title _____

Date _____

Edgenuity Inc. Representative

D. Greg Guy, Ed.S.
greg.guy@edgenuity.com
850 445-5617

Not valid unless accompanied by a purchase order.

Please specify a shipping address if applicable.

Please sign and fax this quote, the district purchase order and order documentation to 480-423-0213.

8860 E. Chaparral Rd., Scottsdale, Arizona 85250 877.2020.EDU Fax: 480.423.0213 www.edgenuity.com

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: August 23, 2016

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>
Dorothy Wood	198162	420	\$ 18,000.00
Renaissance Learning	198266	420	\$ 12,397.00
AVI-SPL	198274	420	\$ 16,126.50
SSTRIDE	198344	420	\$ 45,583.00
NCS Pearson Inc.	198364	420	\$ 25,868.45

FUND SOURCE: Federal

AMOUNT: \$ 117,974.95

PREPARED BY: Rose Raynak

POSITION: Director of Federal Programs

2016 AUG 19 PM 5:07

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



Purchase Order

Standard - Wood, Dorothy

198162

07/07/2016

State Tax Exemption #

85-8012621915C-2

Federal Employer Identification #

59-6000615

Order Contact: Dana Martin

School Contact: Rose Raynak

☐ Checked box indicates order must be fully received and invoiced by 06/30/2017.
Cancellations must be in writing. No backorders without buyer approval.

All invoices, statements, and correspondence must be mailed to the billing address below.

Vendor (VW11770000)	Ship To	Bill To
WOOD, DOROTHY G. 4297 HOSFORD HWY QUINCY, FL 32351	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
What:	Provide educational outreach services for Parent Services	12	per month	1,500.00	18,000.00
Total					18,000.00

Fund	Function	Object	Facility	Project	Program	Amount
420	6300	390	9001	4221274		18,000.00

Superintendent

Comments for vendor:

Terms:

School Board of Gadsden County, Florida
CONTRACTUAL AGREEMENT
Fiscal Year: 2016-2017

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 Mrs. Dorothy Wood an individual with its principal place of business at 4297 Hosford Hwy., Quincy, FL 32351 for the purposes of providing professional services for the homeless program, herein referred to as "CONTRACTOR". The contractual agreement will establish uniform administrative requirements for the Contractor 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 a response to a Bid Process and Recommendation for Award of Contract for contracted services to Gadsden County as a provider of services for the Title X Homeless Education program, which was approved by the Gadsden County School Board on August 23, 2016 and as further set forth below. The CONTRACTOR understands and agrees that all services contracted for are to be performed solely by the CONTRACTOR and may not be subcontracted for or assigned without the prior written consent of the RECIPIENT. The CONTRACTOR is not a sub-recipient, but is instead a vendor.

The RECIPIENT and the CONTRACTOR understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education for Title X McKinney-Vento grant. In addition, the RECIPIENT and CONTRACTOR understand and agree that continuation of this AGREEMENT through June 2017 is contingent upon completed deliverables, satisfactory evaluation, Board Approval, and continued funding of the Title X McKinney-Vento grant by the Florida Department of Education.

ARTICLE 2. SCOPE OF SERVICES

The CONTRACTOR agrees to use expertise and community partnerships to serve as a provider of parent homeless services for Title X during the 2016-2017 school year, beginning with date of Board Approval until June 30, 2017. Such activities will include, but are not limited to: daily assistance with parents and requested paperwork; retrieval of educational documents for parents; identification of homeless students and their families; facilitation and connection of student services to parents; building parent awareness of program requirements and parent-related paperwork for homeless students and their families; assisting with the presentation of materials and training for parents during the school year; and other duties as detailed below ("Performance Activities"). Any changes to the services must be made by mutual agreement in writing. The CONTRACTOR'S principal contact for the services will be Mrs. Dorothy Wood.

Performance Activities

FY 2016-2017 Homeless Parent Specialist	
Annual Performance Deliverables	
Monthly documentation of all components must be submitted for payment. Completion by June 2017.	
Upon acceptance and approval of contract – through June 30, 2017	
<ul style="list-style-type: none"> • Provide homeless parents/unaccompanied youth and guardians with awareness, information, and documentation upon request. • Assist with the planning, organization, and implementation for homeless parent outreach activities and information dissemination activities, including student identification, enrollment, etc. • Assist with development of homeless parent training sessions designed to more actively engage parents in the education of their children and increase parent literacy. • Connect homeless parents with school-related documents necessary to enhance parent literacy and assist with student transfers and/or transition between public schools. • Connect homeless parents with information about community services, outreach programs, school and family social services, counseling, family medical and dental services, and other programs to assist parents in helping their children be educationally successful. • Assist with development of homeless parent awareness about parent portals, parent alert systems, student interventions that can be used at home, summer opportunities, and other parent literacy trainings and workshops. • Assist with the development of homeless parent training tool kits and training sessions to engage parents in literacy improvement. • Assist with collection of nine-week academic reports, state assessment scores, graduation rates, career education choices, industry certifications, and other homeless student data. Communicate with homeless parents and unaccompanied youth about academic results. • Assist with collecting attendance reports (each site, each student with 3 days or more absent) to review excessive absenteeism patterns of homeless students and unaccompanied youth. • Assist with attendance follow-up with homeless parents after homeless specialist identifies families to contact. • Assist with surveying homeless parents to identify agenda items for bi-monthly homeless parent workshops. • Assist with development of bi-monthly homeless parent workshops on various subjects identified by survey results. • Assist with activities for homeless parents of children in early learning centers and Head Start/VPK. 	
<i>Documentation: parent request forms; parent sign-in sheets; attendance report data, daily logs, resource materials, training materials, logs from home calls or visits to follow up on attendance or academic reports/data, documentation of dissemination of training materials, parent contact forms, training schedule, etc.</i>	

ARTICLE 3. DURATION OF AGREEMENT

This AGREEMENT shall begin upon School Board Approval and end on June 30, 2017 contingent upon the approval and funding as stated in Article 1 above. As required by law, this AGREEMENT shall be subject to annual review.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	means a payment made by Treasury check or other appropriate payment

Term	Definition
	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 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. Contractors are not sub-recipients.
Date of Completion	means the date on which all work under an award is completed by the sub-recipient 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 Board Approval begins and federal sponsorship ends for that fiscal year.
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 or individual to which a contract is made and which is accountable to the recipient for the use of the funds provided and services funded in all the same ways that the recipient is bound to report and comply with all regulations of the federal award. This is NOT a sub-recipient relationship.
Vendor/Contractor	means the legal entity to which a contract is made and which is accountable to the recipient for the use of the funds provided and specific services contracted. This is NOT a sub-recipient relationship.
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	means a procedure whereby funds are advanced to the recipient to cover its estimated disbursement needs for a given initial period.

ARTICLE 5. PAYMENT

The RECIPIENT shall pay the CONTRACTOR upon the receipt of monthly invoices from the CONTRACTOR that includes documentation describing the services that were rendered by the CONTRACTOR and deliverables completed in support of the project for the monthly period that the invoice covers. Invoices will require a minimum of fourteen (14) days to be processed for payment after an invoice has been approved for payment by School Board of Gadsden County. In full and complete compensation for all services provided by the CONTRACTOR under this Agreement, the RECIPIENT shall pay to Mrs. Dorothy Wood up to and not exceeding \$18,000 (eighteen thousand dollars) annually, prorated monthly over an annual basis, from date of Board approval until end of project period at a rate of no more than \$1,500.00 monthly. Mrs. Wood will invoice the RECIPIENT monthly in the amount of no more than \$1,500.00 for the months of services to be provided to the program. Invoices shall be prepared and addressed to: Ms. Rose

Raynak, Director of Federal Programs for Gadsden County Schools. The monthly invoices will be sent in by the end of each month following provision of services. The invoices will document the services provided and deliverables received, including time/effort logs, agendas, sign in sheets, projected outcomes, and other documentation of services and content as required by the deliverables above.

(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 up to and no more than \$18,000.00 annually, prorated monthly at annual monthly proration rate.

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. The CONTRACTOR shall retain all required records for five (5) years after the RECIPIENT makes the final payment and all other pending matters are closed. The CONTRACTOR shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements

ARTICLE 8. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the duration of the grant award subject to annual 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. Upon termination, RECIPIENT shall be responsible for payment of all costs incurred by CONTRACTOR in the performance of the Agreement prior to termination.

ARTICLE 9. AMENDMENTS

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

ARTICLE 10. INDEPENDENT CONTRACTOR

The CONTRACTOR is an independent CONTRACTOR and not an employee or agent of the RECIPIENT. CONTRACTOR is not a sub-recipient, but is instead a VENDOR. CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act. CONTRACTOR shall be acting as independent CONTRACTOR 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. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this Agreement.

ARTICLE 11. NONDISCRIMINATION AND COMPLIANCE

The CONTRACTOR shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, or age in the performance of work.

ARTICLE 12. ADMINISTRATION OF AGREEMENT

- (a) The RECIPIENT'S contract administrator and contact is Mrs. Dorothy Wood and/or her designee.
- (b) The CONTRACTOR contract administrator and contact is Ms. Rose Raynak, Director of Federal Programs and/or her designee.
- (c) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.
- (d) This contract shall be governed by and construed under the laws of the State of Florida.

ARTICLE 13. 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, the CONTRACTOR 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. CONTRACTOR agrees that they are and will remain in a state that is not a conflict of interest at any time during the administration of this project award.

ARTICLE 14. 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 Mrs. Dorothy Wood have executed this AGREEMENT.

Mrs. Dorothy Wood

Date

Mr. Reginald C. James
Superintendent of Schools

Date

Mr. Roger Milton
Chairman, Gadsden County School Board

Date



Purchase Order

Standard - Renaissance
Learning (HMS)

198266

07/27/2016

State Tax Exemption

85-8012621915C-2

Federal Employer Identification

59-6000615

Order Contact: Dana Martin

School Contact: Rose Raynak

☐ Checked box indicates order must be fully received and invoiced by 06/30/2017.
Cancellations must be in writing. No backorders without buyer approval.

All invoices, statements, and
correspondence must be mailed to
the billing address below.

Vendor (VR03810000)	Ship To	Bill To
RENAISSANCE LEARNING, INC. P O BOX 8036 WIS RAPIDS, WI 54495-8036	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
Quote #1609424	Accelerated Reader 360 Subscription	675		9.35	6,311.25
Renewal 8/1/2016- 7/31/2017	Accelerated Reader Reactivation Fee	1		299.00	299.00
	STAR Reading Enterprise Real Time Subscription	615		4.05	2,490.75
	STAR Reading Reactivation Fee	1		299.00	299.00
	Annual All Product RP Hosting Fee Renewal	1		599.00	599.00
	Reading Renaissance-U	1		1,299.00	1,299.00
	Assessment Renaissance	1		1,899.00	1,899.00
Discount	Discount for Reading Renaissance-U	1		-800.00	-800.00
Total					12,397.00

Fund	Function	Object	Facility	Project	Program	Amount
420	5100	360	0091	4221270		12,397.00

Superintendent

Comments for vendor:

Continuation/renewal of a Program previously approved by SBGC. Originally funded by the Reading Allocation.

Terms:

Quote #: 1609424

Havana Magnet School - 60436

705 S US Highway 27

Havana, FL 32333-2019

Contact: Delshuana Jackson - (850) 539-2877

Reference ID: 217354

Created: 07/05/2016

Quote Summary	School Count : 1
Product & Services Total	\$13,197.00
Applied Discounts	(\$800.00)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	\$12,397.00

To place an order, please submit your organization's required purchase order with reference to quote number 1609424. An invoice will be sent upon receipt of your purchase order. Payment is due net 30 days from the invoice date. If your organization does not require a purchase order, please contact our order services team at 877-444-3172 for assistance with placing your order.

Mail: PO Box 8036, Wis. Rapids, WI 54495-8036

Fax: (877)280-7642

Email: electronicorders@renaissance.com

If changes are necessary, or additional information is required, please contact your account executive (s) Jonathan Pounds at (800)897-6349, Thank You.

This quote is valid for 30 days. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance Learning approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance Learning with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

Renaissance Place is an advanced, web-based, software system. Renaissance Learning personnel are available to assist with each step of the detailed implementation to help you realize the multiple benefits that Renaissance Place provides. To ensure a successful implementation, please allow 30 to 90 days for the remote installation and setup.

Havana Magnet School - 60436					
Products & Services		Quantity	Unit Price	Discount	Total
Accelerated Reader 360 Subscription	08/01/2016 - 07/31/2017	675	\$9.35	\$0.00	\$6,311.25
Accelerated Reader Reactivation Fee		1	\$299.00	\$0.00	\$299.00
STAR Reading Enterprise Real Time Subscription	08/01/2016 - 07/31/2017	615	\$4.05	\$0.00	\$2,490.75
STAR Reading Reactivation Fee		1	\$299.00	\$0.00	\$299.00
Annual All Product RP Hosting Fee Renewal	08/01/2016 - 07/31/2017	1	\$599.00	\$0.00	\$599.00
Reading Renaissance-U	08/01/2016 - 07/31/2017	1	\$1,299.00	(\$800.00)	\$499.00
Assessment Renaissance - U	08/01/2016 - 07/31/2017	1	\$1,899.00	\$0.00	\$1,899.00
Havana Magnet School Total				(\$800.00)	\$12,397.00



Purchase Order
Standard - AVI-SPL (Galloway)

198274
07/28/2016

State Tax Exemption #

85-8012621915C-2

Federal Employer Identification #

59-6000615

Order Contact: Dana Martin

School Contact: Rose Raynak

☐ Checked box indicates order must be fully received and invoiced by 06/30/2017.
Cancellations must be in writing. No backorders without buyer approval.

All invoices, statements, and correspondence must be mailed to the billing address below.

Vendor (VA13150000)	Ship To	Bill To
AVI-SPL ATTEN: SEAN GRAHAM 6301 BENJAMIN RD,ST 101 TAMPA, FL 33634	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
EPSV11H599022	PROJECTOR, 1280X800 3300 LUMEN 12.1LB LCD 10000:1 (595Wi)	6	each	1,749.00	10,494.00
	Florida State Contract 880-000-09-1 with a 3 year warranty.	1		0.00	0.00
CABLE KITS	35 ft vga w\ audio & HDMI & wall plate	6	each	149.00	894.00
	MISC CABLE\CONNECTORS	6	each	99.00	594.00
DAL28273	SCREEN, IDEA SCREEN, 46 X 73.5", FULL LENGTH, 16:10	6	each	690.75	4,144.50
	ONSITE TRAINING	6		0.00	0.00
SMART NOTEBOOK	Software	6		0.00	0.00
Total					16,126.50

Fund	Function	Object	Facility	Project	Program	Amount
420	5100	641	9050	4221270		16,126.50

Superintendent

Comments for vendor:

7/28/16 6:48am Dana Martin Florida State Contract 880-000-09-1

Terms:



Quotation # 494369-C

Please indicate above number with order.
This quote is valid for a period of 30 days.

Gary Phelps
6301 Benjamin Road
Suite 101
Tampa, FL 33634
Gary.Phelps@avispl.com
Tel: (813) 884-7168
Fax: (813) 882-9508

To: Traneisha Galloway
Company: Galloway Academy
Address: 1715 West Jefferson Street
Quincy, FL 32351-2135
USA

Date: 7/20/2016
Phone: 850-662-1240
Fax:
Email: traneishal.galloway@gmail.com

Item Number	Item Description	Qty	Unit Price	Extended Price
EPSV11H599022	PROJECTOR, 1280X800 3300 LUMEN 12.1LB LCD 10000:1 (595Wi)	6	\$1,749.00	\$10,494.00
CABLE KITS	Florida State Contract 880-000-09-1 with a 3 year warranty. 35 ft vga w\ audio & HDMI & wall plate	6	\$149.00	\$894.00
MISC CABLE\CONNECTORS	FSC 880-000-09-1	6	\$99.00	\$594.00
DAL28273	FSC 880-000-09-1 SCREEN, IDEA SCREEN, 46 X 73.5", FULL LENGTH, 16:10	6	\$690.75	\$4,144.50
ONSITE TRAINING	Charlotte County Public Schools BID # 12/13-312SL	6	\$0.00	\$0.00
SMART NOTEBOOK	Software	6	\$0.00	\$0.00
			Total	\$16,126.50

Please note that any taxes on this quote are provided as an estimate only. Actual taxes due will be calculated at time of invoicing. Any sales tax exemption or resale certificates should be provided to us upon the acceptance of this quote.

Page 1

Print Date: 7/20/2016 1:58 PM



PURCHASE POLICY

AVI-SPL takes pride in the fact that our web site has all the information you need to make an educated purchasing decision. We also understand that sometimes it is hard to know exactly what you need until you see it. Because of this, we offer the following programs to ensure your satisfaction.

E-Service - it's the additional customer service and user features we offer our customers. Our site, just like the web itself, is open 24/7. Even if it's 2 a.m., you can start processing a customer service request online (www.avispl.com). We'll respond to your request within the next business day. If a request is sent to us on Friday after 4:00pm EST we will contact you on Monday. You may choose to call us between 8 a.m. and 6 p.m. EST at 800-282-6733 Ext. 8250.

OUR HASSLE-FREE RETURN PROGRAM

Our thirty-day return program means you may return your purchase, excluding special orders and/or non-stock products, to us should you be dissatisfied with your purchase within thirty (30) days of receipt*** of the product. You must return the item(s) to us by 2nd day freight, insured for full value, with original packaging, documentation, blank warranty card, original UPC codes on the manufacturer boxes, all manuals and accessories.

If your projector has four (4) or more hours on the lamp and evidences excessive wear and tear, you will be refunded your purchase price less a low 15% restocking fee. The re-stock fee will also apply for stocking items that evidence excessive wear and tear. Freight charges, for delivery and return, and related insurance charges, will not be refunded or credited. All returned items are subject to the criteria stated below in the section "Condition of Returned Items." No return will be accepted and no refund made on any product thirty (30) days after receipt.

Special order products include but are not limited to: non-portable screens, custom cases, cables, ceiling mount kits and other non-stock items. Your Account Manager will advise you at the time of purchase if any item(s) in your order fall within this category. In case of defective product, warranties on plasma displays are offered and honored by the manufacturers. Most manufacturers offer standard one-year limited warranties for parts and labor only; exchanges and returns are not permitted by such warranties. Because this is a special order item that requires careful transport, we cannot accept returns of plasma display units to AVI-SPL. However, if a problem arises with your plasma display, or if the unit is defective, we will work on your behalf to coordinate a more expedient resolution of the matter with the manufacturer.

Accessories: Please note that all accessories are subject to a 15% restock fee. We are unable to accept returns on lamps that have been opened or used. Special order or customized items may not be returned.

DEFECTIVE* or D.O.A.** PROGRAM

In the case of a defective* or D.O.A.** product(s), no charges will apply. Our Customer Service team must be notified within 30 days of your invoice date if there are any problems with any item(s) upon receipt***. Defective* or D.O.A.** merchandise will be repaired and returned, or exchanged for the same make and model, or for a product of equal value as allowed by the product manufacturer's policies. There are a few manufacturer exceptions

to this policy: Sanyo offers a 10 day DOA** policy and Toshiba offers a 14 days of receipt*** DOA** products. Sony has a repair only policy.

Please note: non-new, remanufactured or refurbished B-stock or C-stock products are not eligible for exchange if they are Defective* or D.O.A.**. They are eligible for factory authorized repairs only. You may either contact our Customer Service team at 800-282-6733 Ext. 8250 or the manufacturer for repair options. Our policy for Defective* or D.O.A.** items on special ordered products will depend on the manufacturers' warranties.

* Defective means: Any product that fails to meet the factory specifications determined by the manufacturer.

** D.O.A. means: Dead On Arrival—Product will not power up.

*** Receipt is the date provided by the carrier as proof of delivery or the date of the signed delivery receipt for your product.

MANUFACTURER PIXEL POLICIES

Please know that our suppliers only provide us with their highest quality units available. On occasion a projector may have 1 (one) or more "Off" or "Out" pixels, also referred to as "Bad" pixels. It is industry standard to allow for a few "Bad" pixels on an LCD panel or DMD chip. The actual placement and number of "Bad" pixels allowed varies by manufacturer. The issue of "Bad" pixels does not qualify a projector for replacement as a "Defective" or "D.O.A." unit, but may be returned to the manufacturer for their evaluation; their decision is final in each of these cases. We apologize for any inconvenience the manufacturers' policies may cause.

EASY EXCHANGE PROGRAM

So you want to exchange your projector for another model? No problem. AVI-SPL also offers a (7) seven-day exchange program with no restocking fee.

You may trade-up to a more expensive projector model and pay only the difference between the two selling prices on the two products within seven (7) days of receipt of the original product. You are also required to pay the freight and insurance for full value for the return of the first projector and shipping for the second unit. Exchanged projectors require RMA numbers and shipment by 2nd day freight, insured. All sales are final on upgraded purchases. All returned items are subject to the criteria stated below in the section "Condition of Returned Items." For all returns, contact AVI-SPL's Customer Service team at 800-282-6733 Ext. 8250 before the seventh (7th) day to request an RMA (Returned Merchandise Authorization), or please complete the online RMA request form at <http://www.avispl.com/service-support/rma.asp>

CONDITION OF RETURNED ITEMS

All returned items must be in new and resalable condition and meet the following criteria:

- **DO NOT WRITE ON THE BOX.** If the box is written on, the returned products will be refused. DO NOT black out or deface manufacturer bar codes and/or labels such as serial numbers; the cost of a replacement box will automatically deduct from your credit.

- If the lamp has four (4) or more hours, or if the product is returned damaged, missing items, or exhibits excessive wear and tear, a 15% restocking fee will apply regardless of other return or exchange terms.
- Clearly place the RMA number on a label and attach it to the outside of the box OR include the RMA number in the "Ship To" address line.
- The RMA number will be open for **7 business days** from date when issued to you. After that time the RMA number will automatically CLOSE and you will lose the option to return or exchange the products.
- Product must be in the original shipping carton with all original packing material.
- Include all manuals, warranty/guarantee information and accessories in their original wrapping/packing material. The actual replacement cost for missing items will be deducted from your refund/credit.
- Customer pays shipping costs and must insure the package for the purchased value. Acceptable shipping carriers are **UPS, FedEx, DHL, or Airborne**. Please do not send return merchandise via U.S. Mail or any other method; it will be refused. Products returned by U.S. Mail will not be credited or exchanged.

INTERNATIONAL AND WHOLESALE/RESELLERS (US OR INTERNATIONAL)

All sales are final, no returns or credits. AVI-SPL may approve an upgrade within seven (7) days to an item of greater value. If approved, purchaser must receive an RMA # from AVI-SPL Customer Service Team. Purchaser is responsible for all shipping charges and/or duties incurred.

FOR ITEMS DAMAGED DURING TRANSPORT

AVI-SPL endeavors to use reliable and reputable carriers, but occasionally shipping damage does occur. Resolving the problem of transit damage or loss depends on the cooperation of all parties. All shipping damage claims must be made against the common carrier; therefore, it is imperative that you follow these guidelines:

- 1.) Inspect all shipments upon arrival. If damage or loss is apparent upon delivery, do not accept the shipment until you make a notation of the damage on all copies of the carrier's pro bill and have the driver sign all copies to acknowledge the notation. Do not sign a clear receipt for damaged or missing cartons or there will be no basis for a claim. Ask the carrier to make a detailed inspection of the damage. File a claim with the carrier. Cooperate and follow up as necessary to secure final settlement.
- 2.) Even if damages are acknowledged in writing by the driver, you must request an inspection by the carrier and retain the merchandise, carton, and package materials at the address to which shipment was made until the carrier authorizes movement. The carrier must provide you with an inspection report. In case of concealed damage, inspection must be requested within 5 days of receipt of shipment.
- 3.) Immediately advise AVI-SPL of all damages or problems. DO NOT RETURN MERCHANDISE TO AVI-SPL. File your claim with the carrier, enclosing copies of the bill of lading (signed by the driver) and inspection report as support. Keep all packing materials and boxes with the damaged product. Do not throw anything away. Although AVI-SPL will provide any assistance possible, we cannot be responsible for the actual filing of claims on the carrier or accept liability for non-collectable freight claims.

WARRANTY

"New in Box" merchandise includes the manufacturer's standard warranty excluding consumable items such as lamps. Manufacturers may include an extended warranty service beyond

their standard warranty period on certain items. Manufacturers provide a one (1) year warranty or less (unless specified otherwise on your invoice or packing slip) on non-new, remanufactured or refurbished, B- or C-graded stock items that covers repair only. Non-new, remanufactured or refurbished, B- or C-graded products do not qualify for D.O.A. exchange. These products will be repaired and returned to purchaser.

Please confirm warranty coverage at the time of your purchase. AVI-SPL disclaims all warranties, express or implied, including any warranty of merchantability or fitness for a particular purpose. AVI-SPL offers no warranties that extend beyond the description on the face hereof.

REFUNDS

Established Account: A full refund will not be issued if purchaser's account has an open balance. A credit memo will be issued, and credit will be applied first to the invoice on which the products were purchased, then to any other open invoices on the account, beginning with the oldest invoice. Any credit balance remaining will be refunded as outlined below.

Credit Card: All refunds for purchases made by credit card will be issued as a credit to that same account within a reasonable period of time after inspection of returned products.

Check: All refunds for purchases paid by check, whether prepaid, C.O.D., or open terms (Net 10 or Net 30), will be paid by refund check within a reasonable amount of time, after inspection of returned products.

NON SUFFICIENT FUNDS AND OVERDUE ACCOUNTS

A \$25 returned check fee will be charged for any checks returned NSF. Future shipments must be pre-paid by cashier's check. All collection costs, including attorney's fees and court costs will be charged to the purchaser in the event that it is necessary to take legal action to collect. No further orders will be shipped until restitution has been made.

LAW AND VENUE

The laws of the state of Florida shall govern AVI-SPL sales invoices. Venue for any legal action relating to such sales invoices shall be Hillsborough County, Florida.

ENFORCEMENT

Failure by AVI-SPL to enforce any Purchase Policies does not constitute a waiver of any portion of our Purchase Policies.

LIMITATION OF LIABILITY

AVI-SPL shall not be liable under any circumstances for any consequential, incidental, special or exemplary damages arising out of or in any connection with this agreement or the products, including but not limited to lost profits, lost data, or any claim based on indemnity or contribution, or the failure of any limited or exclusive remedy to achieve its essential purpose or otherwise. Purchaser's exclusive remedy, as against AVI-SPL shall be the repair or replacement of defective parts. If AVI-SPL lists a product on its web site at a price in error, or that is no longer available for any reason, AVI-SPL reserves the right to cancel the sale without incurring any liability.



Purchase Order

Standard - SSTRIDE

198344

08/08/2016

State Tax Exemption #

85-8012621915C-2

Federal Employer Identification #

59-6000615

Order Contact: Dana Martin

School Contact: Rose Raynak

☐ Checked box indicates order must be fully received and invoiced by 06/30/2017.
Cancellations must be in writing. No backorders without buyer approval.

All invoices, statements, and correspondence must be mailed to the billing address below.

Vendor (VF11070000)	Ship To	Bill To
FL ST UNIV-OFFICE OF UOAP SPON. RESEARCH ACC SVC 97 S WOODWARD AVE, 3RDFL TALLAHASSEE, FL 32306-4166	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
	Continuation of Gadsden County SSTRIDE Program Support for the 2016-2017 school term	1		45,583.00	45,583.00
Total					45,583.00

Fund	Function	Object	Facility	Project	Program	Amount
420	5100	391	0051	4221270		14,432.00
420	5100	391	0071	4221270		14,432.00
420	5100	391	0091	4221270		6,316.00
420	5100	391	0211	4221270		6,316.00
110	5100	391	0101	1109990		4,087.00

Superintendent

Comments for vendor:

Bd Apvd: 09/23/2014 (7h) sa

Terms:



Pink Hightower <hightowerp@gcpsmail.com>

SSTRIDE Expansion

1 message

Dionne Matthews-Nelloms <matthews-nellomsd@gcpsmail.com>

Thu, Jul 21, 2016 at 3:50 PM

To: Curtis Richardson <richardsonc@gcpsmail.com>

Cc: Pink Hightower <hightowerp@gcpsmail.com>

Greetings Mr. Richardson,

I hope all is well. We have been authorization to move forward with the STRIDE expansion. Because the cost of the project is \$45,000, I will need to submit it for approval during the August school board meeting. I know that Ms. Alexander is eager to get things rolling, so let me know if there is anything additional my team can do to support her.

Thanks,

--

Dionne N. Mathews Nelloms

Curriculum and Instruction, Supervisor

Gadsden County Schools

850-627-1533

*"Perfection is not attainable, but if we chase perfection we can catch excellence."**~Vince Lombardi~*



Purchase Order

Standard - Certiport (WGH)

198364

08/10/2016

State Tax Exemption #

85-8012621915C-2

Federal Employer Identification #

59-6000615

Order Contact: Dana Martin**School Contact:** Rose Raynak

☐ Checked box indicates order must be fully received and invoiced by 06/30/2017.
Cancellations must be in writing. No backorders without buyer approval.

All invoices, statements, and correspondence must be mailed to the billing address below.

Vendor (VN06040000)	Ship To	Bill To
NCS PEARSON INCORPORATED PEARSON VUE-CERTIPORT 5601 GREEN VALLEY DR. BLOOMINGTON, MN 55437	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
	(Brain Buffet) ACA Test Prep 100 Seat License	1		1,695.00	1,695.00
	(CADLearning) ACU E-learning 100 User License	1		1,200.00	1,200.00
	(LearnKey) IC3 Site License (GMetrix Platform)	1		1,800.00	1,800.00
	(LearnKey) IC3 Spark Site License - 500 Users (GMetrix Platform)	1		1,500.00	1,500.00
	(Training Domain) QuickBooks Training & Certification Guide Student Bundle	30		79.95	2,398.50
	(Training Domain) Quickbooks Training & Certification Guide Teacher Bundle	1		79.95	79.95
1102125	ACA Classroom License Bundle - Full Suite - K12	1		3,995.00	3,995.00
1102098	ACU Classroom License with 30 Seat Practice Test - K12 (NOAM)	1		3,350.00	3,350.00
	C3 GS4 Spark 500 Exam License w/ Gmetrix Practice Test Site License (Win 7/Office 2010) K-12	1		2,700.00	2,700.00
	IC3 GS4/GS5 1500 Exam License w/ Gmetrix Practice Test 30-seat License (Win 7/Office 2010) K-12/WFD	1		3,350.00	3,350.00
1102042	QuickBooks License with Practice Tests - K-12	1		3,175.00	3,175.00
1102829	QuickBooks Software License - 25 User	1		460.00	460.00
	Shipping & Handling	1		165.00	165.00
Total					25,868.45

Fund	Function	Object	Facility	Project	Program	Amount
420	5100	730	0051	4221270		25,868.45

Superintendent
Page 30 of 184



Prepared By Wade Freestone
 Email wade.freestone@pearson.com
 Phone (801) 772-3245
 Created Date 8/3/2016
 Expiration This quote is valid until 12/31/2016
 Quote Number 00018215
 Certiport ID 90034071

Corporate Address
 5601 Green Valley Drive
 Bloomington, MN 55437
 USA

Mailing Address
 1276 South 820 East, Suite 200
 American Fork, UT
 USA

Sales (888) 222-7890 Fax (801) 492-4118

Federal Tax ID Number: 41-0850527

Bill To Name West Gadsden High School - Gadsden
 Bill To 35 Martin Luther King Jr. Blvd
 Quincy, FL 32351
 USA

Ship To Name West Gadsden High School - Gadsden
 Ship To 200 Providence Road
 Quincy, FL 32351
 USA

Product Code	Product	Quantity	Sales Price	Total Price
	(Brain Buffet) ACA Test Prep 100 Seat License	1.00	\$1,695.00	\$1,695.00
	(CADLearning) ACU E-learning 100 User License	1.00	\$1,200.00	\$1,200.00
	(LearnKey) IC3 Site License (GMetrix Platform)	1.00	\$1,800.00	\$1,800.00
	(LearnKey) IC3 Spark Site License - 500 Users (GMetrix Platform)	1.00	\$1,500.00	\$1,500.00
	(Training Domain) QuickBooks Training & Certification Guide Student Bundle	30.00	\$79.95	\$2,398.50
	(Training Domain) Quickbooks Training & Certification Guide Teacher Bundle	1.00	\$79.95	\$79.95
1102125	ACA Classroom License Bundle - Full Suite - K12	1.00	\$3,995.00	\$3,995.00
1102098	ACU Classroom License with 30 Seat Practice Test - K12 (NOAM)	1.00	\$3,350.00	\$3,350.00
	IC3 GS4 Spark 500 Exam License w/ Gmetrix Practice Test Site License (Win 7/Office 2010) K-12	1.00	\$2,700.00	\$2,700.00
	IC3 GS4/GS5 1500 Exam License w/ Gmetrix Practice Test 30-seat License (Win 7/Office 2010) K-12/WFD	1.00	\$3,350.00	\$3,350.00
1102042	QuickBooks License with Practice Tests - K-12	1.00	\$3,175.00	\$3,175.00
1102829	QuickBooks Software License - 25 User	1.00	\$460.00	\$460.00

Shipping and Handling \$165.00
 Grand Total \$25,868.45

Grand Total does not include applicable taxes which may be charged.

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

Date of School Board Meeting: August 23, 2016

TITLE OF AGENDA ITEM: Agreement between The School Board of Gadsden County Public Schools and ProCare Therapy, Inc.

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

This contract will provide Physical Therapy, Physical Therapy Assistant and Speech /Language Services to Exceptional Students in Gadsden County Schools. These therapists will provide needed services in positions not filled by the Gadsden County School Board.

FUND SOURCE: **FEFP Dollars**

AMOUNT: **\$58.00 – \$62.00(per hour for actual hours worked)**

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 uplicated on light blue paper.

summary.for
revised 0591

Proof read by: *Reala R Francis*

2016 AUG 12 PM 2:53
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

CLIENT SERVICES AGREEMENT



ProCare Therapy (hereafter referred to as "ProCare"), and

Gadsden County Schools

(Client Name)

35 Martin Luther King Jr. Blvd

(Street Address)

Quincy, FL 32351

(City, State, Zip)

(hereafter referred to as "Client")

enter into this non-exclusive Client Services Agreement for the purpose of referring and placing Healthcare Professionals ("HCPs") with Client. This Agreement shall govern the overall terms of the relationship, while a separate Assignment Confirmation (Addendum A) for each placement will outline specifics as to bill rates, personnel, and assignment lengths.

- 1. Scope of Services.** ProCare will use its commercially reasonable efforts to provide HCPs for assignment with Client. ProCare will be responsible for payment of each HCP's wages and applicable payroll taxes, deductions, and insurance, including workers compensation, general liability and professional liability coverage for the benefit of the HCPs. If a HCP is unable to complete the specified assignment, ProCare will use its commercially reasonable efforts to find a replacement in a timely manner.
- 2. Independent Contractor.** The parties hereto specify and intend that the relationship of each to the other is that of an independent contractor, that each HCP shall be an employee of ProCare and that no qualified HCP shall at any time be an employee of Client, unless the parties shall otherwise agree in writing. ProCare agrees to provide and maintain all payroll services for any qualified HCP placed with Client, to maintain payroll records and to withhold and remit all payroll taxes and social security payments. ProCare does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, ProCare will notify Client in advance of the assignment in order to receive approval of this arrangement.
- 3. Insurance.** ProCare will maintain Worker's Compensation and Employer Liability insurance in accordance with state regulations. General Liability insurance will be maintained at a minimum level of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate. Excess liability insurance will be maintained at a minimum level of five million dollars (\$5,000,000) per occurrence/aggregate. Professional Liability insurance will be maintained at a minimum level of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate.
- 4. Competency.** ProCare will conduct comprehensive pre-employment screening to provide licensed HCPs who meet applicable professional standards. ProCare will endeavor to present only HCPs who are qualified for Client's open position(s) on job requirements established by Client either verbally or in writing. While ProCare will make every effort to pre-screen job candidates based on these requirements, Client acknowledges the candidate assignment decision is ultimately the responsibility of the Client. To this end, ProCare will make available to Client all appropriate HCP records that ProCare may permissibly disclose (e.g. skills checklist(s), work history, etc.) and will facilitate an interview between Client and HCP in order to assist Client in the hiring decision.
- 5. On-Site Responsibility.** Client is responsible for providing all support, facilities, training, direction, materials, supplies, and means for the HCP to complete the assignment. Client acknowledges that ProCare is not providing nursing or healthcare services, but rather is providing candidate identification and placement services. As such, Client is responsible for the HCP's adherence to the applicable standard of care and acknowledges that ProCare is not responsible for the HCP's on-site performance. Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards, including OSHA standards, and that Client will be responsible for providing all safety training and equipment, and for each HCP's compliance with health and safety requirements, including those instituted by Client.
- 6. Employment of HCPs.** Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any HCP introduced or referred by ProCare for a period of (24) months after the latest date of introduction, referral, or placement. If Client or its affiliate enters into such a relationship or refers HCP to a third party for employment, Client agrees to pay an amount equal to \$18,500 or thirty-five (35) percent (whichever is greater) of the HCP's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to ProCare upon start date.
- 7. Equal Opportunity.** It is the policy of ProCare to provide equal opportunity to all HCPs for employment. ProCare and Client will screen based on merit only. All HCPs will be free from discrimination due to race, religion, color, sex, national origin, age, or disability.
- 8. Payment Terms.** Client will be billed bi-weekly for all services provided during the previous two weeks. Payment is due upon receipt of invoice and shall be considered in default thirty (30) days from issuance of ProCare invoice, after which time a default charge will be imposed at one and one-half percent (1½%) per month on unpaid balances (annual percentage rate of eighteen percent (18%)) or the maximum legal interest rate, whichever is lower. Client agrees to pay all necessary collection costs of amounts past due, including

CLIENT SERVICES AGREEMENT



reasonable attorney's fees and costs. ProCare reserves the right, at its option, to discontinue any extension of credit. Please provide billing address below:

<i>Client to complete billing information</i>	Client Name:	<u>Gadsden County Schools</u>
	Billing Address:	<u>35 Martin Luther King Jr. Blvd</u>
	City, State, Zip:	<u>Quincy, FL 32351</u>
	Attention:	<u>Sharon Thomas</u>
	Telephone:	<u>850.627.9651 ext1239/1240</u>

9. **Limitation of Liability.** NEITHER PARTY SHALL BE LIABLE TO THE OTHER WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING ANY DAMAGES ON ACCOUNT OF LOST PROFITS, LOST DATA, LOSS OF USE OF DATA, OR LOST OPPORTUNITY, WHETHER OR NOT PLACED ON NOTICE OF ANY SUCH ALLEGED DAMAGES AND REGARDLESS OF THE FORM OF ACTION IN WHICH SUCH DAMAGES MAY BE SOUGHT. THE FEES AND BILLINGS DUE UNDER THIS AGREEMENT ARE NOT CONSIDERED SPECIAL DAMAGES OR LOST PROFITS AND SHALL NOT BE LIMITED BY THESE PROVISIONS.
10. **Incident and Error Tracking.** Client will report to ProCare any performance issues, incidents, errors and other events related to the care and services provided by ProCare employees. ProCare will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. Client will report to ProCare any performance issues, incidents, errors and other events related to the care and services provided by ProCare employees. ProCare will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. All supporting documentation is required within seventy-two (72) hours of the occurrence.
11. **Reporting of Work-Related Injuries.** Client will maintain a safe working environment and provide all appropriate personal protective equipment as deemed appropriate for unit to which ProCare's HCP has been assigned. Client ensures compliance with all applicable OSHA or state Department of Labor obligations to include general training on the reporting of work-place injuries, incidents, and occupational exposure to bloodborne pathogens occurring at Client facility. Records of such occurrences must be maintained by the Client and accessible to ProCare within guidelines set forth by governing entities. In the event of work-place injury, incident or exposure, each affected HCP will contact their immediate Client-appointed supervisor and report to the applicable treating department as per Client protocol. HCP shall also report work-place injury, incident or exposure to ProCare concurrently with Client. If ProCare's HCPs are not eligible for treatment of work-place injury, incident or exposure by Client or if reporting requirements change during the term of this Agreement, Client is responsible for written notification of such information to both ProCare and ProCare's HCP.
12. **Termination with Cause.** If Client requests removal of HCP due to performance issues, misconduct or failure to pass any physical, drug screen or other assessment, immediate written and verbal notice is required within forty-eight (48) hours including all supporting documentation specifying the reasons and facts of the termination. If the Client does not provide such documentation within the required timeframe, Client will be assessed as liquidated damages and not as a penalty, an amount equal to one (1) week of billing. The parties agree that ProCare's HCPs are an integral part of its operation and a resource that may have been developed over a number of years. Any delay or absence of a written and verbal notice could result in lost revenue or other consequences not foreseen at this time and therefore the liquidated damages are not unreasonable to the probable loss to be suffered by ProCare in the event of your breach of this provision. Client will be responsible for all professional fees (and expenses if applicable) up to the point of termination. Termination with cause must be documented prior to termination in accordance with the Incident and Error Tracking procedures set forth in paragraph 11 of this agreement. ProCare shall have seventy-two (72) hours to refill the position in the event of termination with cause.
13. **Termination without Cause.** Client may cancel an assignment with thirty (30) days written notice. Client is responsible for all charges and fees prior to cancellation date and through the 30-day period of notice. In the event Client is unable to provide thirty (30) days notice of termination, Client will be billed for thirty (30) days at the agreed upon regular bill rate and minimum hours. In the event of termination without cause, Client will be responsible for any housing and travel costs actually incurred by ProCare as a result of such cancellation.
14. **Guaranteed Minimum Hours.** Client agrees to provide HCP the guaranteed number of work hours per week specified in the attached Assignment Confirmation Addendum A. Cancellation of prescheduled shift(s) or reduction in work hours by Client will be billed reflecting the guaranteed minimum work hours.
15. **Issue Resolution.** In the event Client encounters an issue that is not satisfactorily resolved by its ProCare representative, Client should escalate the issue to the appropriate ProCare manager by calling: 888-899-1331. Please ask for your account representative's manager.
16. **Indemnification.** Each party will indemnify, defend and hold harmless the other against third party claims arising from breaches of the parties' respective obligations under this Agreement.

CLIENT SERVICES AGREEMENT



- 17. Confidentiality.** Each party acknowledges that as a result of this Agreement, they will learn confidential information of the other party. Confidential information is defined as that information which is private to each party but is shared by one to the other party as required to accomplish this Agreement. It is agreed that neither party will disclose any confidential information of the other party to any person or entity. Neither will it permit any person nor entity to use said confidential information. The only exceptions will be: (a) Information shared to the appropriate individuals within the respective organizations as necessary to execute this Agreement, (b) disclosures as required by law. Confidential Information of ProCare shall include, but is not limited to, any and all unpublished information owned or controlled by ProCare and/or its employees, that relates to the clinical, technical, marketing, business or financial operations of ProCare and which is not generally disclosed to the public including but not limited to employee information, technical data, policies, financial data and information to include contract terms and provisions, billing rates, permanent placement fees whether disclosed orally, in writing or by inspection. If the receiving party shall attempt to use or dispose of any of the Confidential Information, or any duplication or modification thereof, in any manner contrary to the terms of the foregoing, the disclosing party shall have the right, in addition to such other remedies which may be available to it, to obtain an injunctive relief enjoining such acts or attempts as a court of competent jurisdiction may grant, it being acknowledged that legal remedies are inadequate.
- 18. Governing Law.** This Agreement shall be governed by the laws of the state of Florida.
- 19. Entire Agreement.** This Agreement represents the entire agreement between the parties and supersedes any prior understandings or agreements whether written or oral between the parties respecting the subject matter herein. This Agreement may only be amended in a writing specifically referencing this provision and executed by both parties. This Agreement shall inure to the benefit of and shall be binding upon the parties hereto and their respective heirs, personal representatives, successors and assigns, subject to the limitations contained herein. The unenforceability, invalidity or illegality of any provision of this Agreement shall not render any other provision unenforceable, invalid or illegal and shall be subject to reformation to the extent possible to best express the original intent of the parties. This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.

This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.
(Please return all pages of this Client Services Agreement)

PROCARE THERAPY, INC

Client Name

Client Representative Signature

Print Name

Title

Date

ProCare Representative Signature

Print Name

Title

Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7e

DATE OF SCHOOL BOARD MEETING: **August 23, 2016**

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

DIVISION: **Exceptional Student Education**

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

PURPOSE AND SUMMARY OF ITEM:

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

FUND SOURCE: **IDEA**

AMOUNT: **\$22,000.00**

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

Summary for
Revised 0591

Proof read by: *Reuben R. Francis*

2016 AUG 12 PM 2:53
GADSDEN SCHOOL BOARD
OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT

Proposal: Music Therapy Services for Preschool ESE Classes Gadsden County School District

Purpose: To establish music therapy programming with the Gadsden County School District for preschool ESE classes. Healing Hearts Music Therapy currently provides group and individual sessions at the following schools: Shanks Middle School, Stewart Street Elementary, and East Gadsden County High.

Healing Hearts Music Therapy with Young Children:

Music therapy addresses the developmental needs of young children. With young children, music therapy groups provide a unique variety of music experiences with an intentional and age-appropriate manner to effect changes in a child's behavior and facilitate development.

Music stimulates all senses and involves the child at many levels. This "multi-modal" approach with singing, movement, sign language, and instrument playing facilitates many developmental skills.

(Music Therapy and Young Children, American Music Therapy Association)

GOAL AREAS for Music Therapy

1. Student has educational goals requiring basic rote memorization (i.e. academic concepts, social/communication scripts, etc.)
2. Student has basic level pre-academic or academic goals such as basic addition, basic time/money, phonics, story retell/sequencing, skip counting, rhyming, etc.)
3. Student has early elementary level language concept goals (i.e. opposites, prepositions, emotions, actions verbs, community helpers, shapes, adjectives, body parts, colors, etc.)
4. Student has basic level expressive language goals such as vocal imitation, basic sign language, asking/answering "Wh" questions, labeling/describing an object, or expanding phrase length.
5. Student has basic level social goals such as beginning conversation skills, greetings, use of social language, turn-taking, eye contact, etc.
6. Student has basic motor goals such as motor imitation, simple grasp, cause/effect, sustained manipulation of objects, or crossing midline.
7. Student requires additional approaches for calming, transitioning, or behavioral incentive

Music Responses

1. Music is a primary motivator(such as student consistently requesting music, singing to self, showing high levels of engagement during music activities) or effective behavioral incentive/reinforcer.
2. Student learns skills more quickly through song lyrics or has highly accurate memory for songs/chants and can recall when prompted.
3. Student readily/independently attempts actions or spontaneously initiates movement during songs.
4. Student shows increased phrase length or initiation when singing
, or hums/sings spontaneously throughout the day.
5. Music is a consistent way to maintain the student's attention to task or student will readily engage in non-preferred tasks when music is present.

6. Student shows high interest and positive response to a wide variety of songs and music activities, rather than perseveration on select songs.

Things to Consider:

-Music Therapy groups are “social” in nature, therefore, many age-appropriate social skills are addressed during music therapy sessions.

-Music Therapy groups are a form of early intervention

-Healing Hearts Music Therapists are trained to create age-appropriate music activities and use established researched based music curriculums to provide opportunities for children to learn new skills in the areas of cognitive development, language development, gross/fine motor development, social/emotional development, and pre-academic skills.

Stephany Bryant, MM, MT-BC NICU MT

Bethany Wells, MT-BC

Dr. Hakeem Leonard, PhD, MT-BC

Healing Hearts Music Therapy

Proposal: Music Therapy Services for Preschool ESE Classes
Gadsden County School District

Purpose: To establish music therapy programming with the Gadsden County School District for preschool ESE classes. Healing Hearts Music Therapy currently provides group and individual sessions at the following schools: Shanks Middle School, Stewart Street Elementary, and East Gadsden County High.

Healing Hearts Music Therapy with Young Children:

Music therapy addresses the developmental needs of young children. With young children, music therapy groups provide a unique variety of music experiences with an intentional and age-appropriate manner to effect changes in a child's behavior and facilitate development.

Music stimulates all senses and involves the child at many levels. This "multi-modal" approach with singing, movement, sign language, and instrument playing facilitates many developmental skills.

(Music Therapy and Young Children, American Music Therapy Association)

GOAL AREAS for Music Therapy

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2. Student has basic level pre-academic or academic goals such as basic addition, basic time/money, phonics, story retell/sequencing, skip counting, rhyming, etc.)
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4. Student has basic level expressive language goals such as vocal imitation, basic sign language, asking/answering "Wh" questions, labeling/describing an object, or expanding phrase length.
5. Student has basic level social goals such as beginning conversation skills, greetings, use of social language, turn-taking, eye contact, etc.
6. Student has basic motor goals such as motor imitation, simple grasp, cause/effect, sustained manipulation of objects, or crossing midline.
7. Student requires additional approaches for calming, transitioning, or behavioral incentive

Music Responses

1. Music is a primary motivator(such as student consistently requesting music, singing to self, showing high levels of engagement during music activities) or effective behavioral incentive/reinforcer.
2. Student learns skills more quickly through song lyrics or has highly accurate memory for songs/chants and can recall when prompted.
3. Student readily/independently attempts actions or spontaneously initiates movement during songs.
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5. Music is a consistent way to maintain the student's attention to task or student will readily engage in non-preferred tasks when music is present.

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Things to Consider:

-Music Therapy groups are “social” in nature, therefore, many age-appropriate social skills are addressed during music therapy sessions.

-Music Therapy groups are a form of early intervention

-Healing Hearts Music Therapists are trained to create age-appropriate music activities and use established researched based music curriculums to provide opportunities for children to learn new skills in the areas of cognitive development, language development, gross/fine motor development, social/emotional development, and pre-academic skills.

Stephany Bryant, MM, MT-BC NICU MT

Bethany Wells, MT-BC

Dr. Hakeem Leonard, PhD, MT-BC

Healing Hearts Music Therapy



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7f

DATE OF SCHOOL BOARD MEETING: August 23, 2016

TITLE OF AGENDA ITEM: Contractual Agreement between SBGC and PAEC

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

This contract is for the purpose of providing English Language Learner (EL) Services to Gadsden County Public School EL students, families, and community stakeholders. Approval is requested.

FUND SOURCE: General Revenue

AMOUNT: \$72,000.00

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Deputy Superintendent

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:

School Board of Gadsden County, Florida
CONTRACTUAL AGREEMENT
Fiscal Year: 2016-2017

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 Panhandle Area Educational Consortium (PAEC), an regional educational agency with their principal place of business at 753 West Boulevard, Chipley, FL 32428 for the purposes of providing English Language Learner (EL) Services to Gadsden County Public School EL students, families, and community stakeholders. The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR 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 their agreement with the Superintendent and School Board of Gadsden County to provide EL language services in Gadsden County as further 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.

The RECIPIENT and CONTRACTOR understand and agree that this AGREEMENT is valid only if approved by the Superintendent and School Board of Gadsden County. In addition, the RECIPIENT and CONTRACTOR understand and agree that continuation of this AGREEMENT is contingent upon provision of acceptable levels of service, positive academic results, approval from the School Board, and continued funding available through General Revenue dollars to fund the initiative.

ARTICLE 2. SCOPE OF SERVICES

The CONTRACTOR agrees to provide academic support, tutoring, mentoring, educational leadership, and professional experiences for Gadsden County EL students as specifically described in Appendix A. Broad areas of services with responsibilities further described in Appendix A include.

- Programmatic
- Staff
- Student and Family Services
- Professional Development
- Curriculum
- General

Any changes to the services above must be made by mutual AGREEMENT in writing with the Superintendent, Deputy Superintendent and Supervisor of K12.

ARTICLE 3. DURATION OF AGREEMENT

This AGREEMENT shall begin on the week of August 23, 2016 and end no later than June 30, 2017 contingent upon the approval by the district School Board as stated in Article 1 above. As

required by law, this AGREEMENT shall be subject to review and renewal if funding permits, performance is deemed satisfactory, and if the School Board and Superintendent feel the initiative should continue.

(b). The CONTRACTOR shall begin performing the contract on the week of August 23, 2016 and finish the project by no later than June 30, 2017.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	means a payment made by Treasury check or other appropriate payment mechanism to a CONTRACTOR upon its request either before outlays are made by the CONTRACTOR or through the use of predetermined payment schedules.
Award	means financial assistance that provides support or stimulation to accomplish a public purpose.
Contract	means a procurement contract under an award or sub-award, and a procurement sub-contract under a RECIPIENT'S or CONTRACTOR'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 necessary, allocable, reasonable, and 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.
CONTRACTOR	means the legal entity to which a sub-award is made and which is accountable to the RECIPIENT for the use of the funds provided.
Sub-award	means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a RECIPIENT to an eligible CONTRACTOR. The term includes financial assistance when provided by any legal AGREEMENT, even if the AGREEMENT is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "award". The sub-award does not create a sub-contractor relationship with contracted entity. Sub-awards are awarded to vendors for the procurement of goods and/or services.
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	means a procedure whereby funds are advanced to the RECIPIENT to cover its estimated disbursement needs for a given initial period.

ARTICLE 5. PAYMENT

The RECIPIENT shall pay the CONTRACTOR in four equal payments of \$18,000 (eighteen thousand dollars) upon the receipt of invoices from the CONTRACTOR that include documentation describing the services rendered by the CONTRACTOR in support of the project for the period that the invoice covers. Invoices will require a minimum of fourteen (14) days to be processed for payment after an invoice has been approved for payment. In full and complete compensation for all services provided by the CONTRACTOR under this AGREEMENT, the RECIPIENT shall pay to **PAEC** the amount of no more than \$72,000.00 (seventy two thousand dollars). Invoices shall be prepared and addressed to: Dr. Pink Hightower, Deputy Superintendent. Checks shall be made payable to **PAEC** and mailed to PAEC. The invoices will document the services provided, monthly activity logs, agendas and minutes of all meetings and workshops/activities, copies of curriculum developed, faculty/staff meetings monitoring student progress, sign-in sheets, and any other content material or lesson plans developed.

(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 no more than \$72,000.00

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. The CONTRACTOR will submit all academic records to the principals so that they can be retained for the required five (5) years after the RECIPIENT makes the final payment and all other pending matters are closed. The CONTRACTOR shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements.

ARTICLE 8. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the duration of the grant award subject to annual review and renewal 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. Upon termination, the district shall be responsible for payment of all costs incurred by the CONTRACTOR in the performance of the AGREEMENT prior to termination.

ARTICLE 9. AMENDMENTS

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

ARTICLE 10. INDEPENDENT CONTRACTOR

The CONTRACTOR is an independent agent and not an employee, sub-contractor, or agent of the RECIPIENT. The CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act. The CONTRACTOR shall be acting as an independent CONTRACTOR 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. Each party shall maintain at its sole expense

adequate insurance or self-insurance coverage to satisfy its liability obligations under this AGREEMENT.

ARTICLE 11. NONDISCRIMINATION AND COMPLIANCE

The CONTRACTOR shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, or age in the performance of work.

ARTICLE 12. ADMINISTRATION OF AGREEMENT

- (a) The CONTRACTOR'S contract administrator and contact is Ms. Maria Pouncey, Administrator for Instructional Services and/or her designee.
- (b) The RECIPIENT contract administrator and contact is Dr. Pink Hightower, Deputy Superintendent and/or her designee.
- (c) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.
- (d) This contract shall be governed by and construed under the laws of the State of Florida.

ARTICLE 13. 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 and throughout the term of this agreement, CONTRACTOR agrees that they are 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 14. 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 Panhandle Area Educational Consortium have executed this AGREEMENT.

John Selover
Executive Director, PAEC

Date

Mr. Reginald C. James
Superintendent of Schools

Date

Mr. Roger Milton
Chairman, Gadsden County School Board

Date

Appendix A

Program Responsibilities for Contracted English Learner Services

Programmatic:

- Provide leadership, coordination and support of EL services to EL students to enhance opportunities for student growth and improved student academic performance.
- Development of a district 3-year English Learner (EL) Plan for Gadsden that has input from all EL stakeholders, including EL parents, teachers, and other relevant stakeholders as required by state and federal guidance.
- Develop Federal EL grant applications and serve as the district resource responsible for all reporting, auditing, monitoring, and implementation of EL programs, including Title III and Immigrant.
- Assist school centers in offering appropriate scope and sequence for all areas of responsibility.
- Review all EL files to ensure compliance for FTE audits; work closely with district leadership to ensure FTE audits are maximizing weighted funding by matching endorsed EL teachers with EL students at school sites.
- Provide direct services to ESOL, EL, Immigrant students in Gadsden County (i.e. after school teachers; tutors; summer school teachers, technology and/or programs used during ELL classes and/or tutorials, and supplies for students).
- Handle all written communications and recommendations required of the EL plan.
- Coordinate translations of school and district documents.
- If funding continues for the **Title III Immigrant** program provide: (A) family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children (B) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth; (C) identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds. (D) basic instructional services that are directly attributable to the presence of immigrant children and youth in the district, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services; (E) other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; (F) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children.

Staff:

- Provide staff and data clerk necessary to ensure compliance for FTE audits, input all data entries, and comply with all paperwork for EL or Immigrant Audits.
- Supervise and evaluate EL staff to implement a successful EL program in the district, combining all responsibilities of EL state, federal, and local programs.
- Evaluate EL programs annually to determine trajectory for remaining on course with EL plans and district goals
- Establish an EL Committee to work in collaboration with district and school staff in providing the appropriate educational supports to EL students. Committee should meet as regularly as necessary to implement a quality program.
- Provide electronic networks and update Gadsden EL web pages on the www.gcps.k12.fl.us website with materials, training, and other EL communications.

Student Services:

- Outreach, identification, and testing of all second language students in Gadsden within 20 days of enrollment in the school district (compliance with Florida Consent Decree), assuring appropriate placement with ESOL endorsed and/or certified staff or in other appropriate district academic programs.
- Ensure equal access of EL students to a free and appropriate public education.
- Ensure equal access of EL families to services any parent in Gadsden County Public Schools would be entitled to.
- Align all placements with Gadsden Student Progression Plan.

- Align EL student services with school guidance counselors.
- Develop individual EL student plans that will be updated annually, or sooner as the situation dictates
- Monitor EL student progress and work with school administration to adjust individual EL plans as necessary for student academic success.
 - Progress monitoring tools should include student portfolios, state assessment scores, other criterion reference tests, ACCESS 2.0, report cards, classroom performance, and student progression reports.
- Maintain all appropriate student records, including entry and exit dates, test scores, EL committee meetings, and other EL related documents.
- Develop student study teams as necessary to assist EL students who need accommodations.
- Collaborate with district ESE staff to provide EL students with appropriate ESE services and/or accommodations.
- Purchase/provide materials and activities which address EL student needs as requested – supplies and materials will come from funding from Title III projects.
- Create necessary documentation for prior schooling and help students facilitate its receipt and delivery to Gadsden County schools.
- Translate student transcripts from foreign countries to equate listed courses with appropriate district courses
- Prepare appropriate correspondence in parent's native language to provide notice of enrollment in the EL program as required by law.
- Facilitate all EL withdrawals and reenrollments, re-classifications, and/or reevaluations necessary
- Facilitate the implementation of an afterschool tutorial for EL students, in collaboration with school 21st Century Community Learning Center programs.
- Develop and implement a summer school program for EL students in partnership with 21st CCLC, Title I, Migrant, and other district public school summer programs.
- Provide services to EL families designed to improve the English language skills of EL students and that assist parents and families in helping their children to improve their academic achievement and their own parental engagement in the education of their children. Services include, but are not limited to: Family literacy services, parent and family outreach.
- Seek and provide as many opportunities as possible for EL students to receive scholarships and/or move into careers and college after graduation.

Professional Development:

- Organize and direct EL in-service programs, including the district 60-hour ESOL certification training, at no cost to district teachers, leaders, and guidance counselors.
- Train school personnel to conduct annual ACCESS 2.0 testing in the spring as well as assist in the schools during testing.
- Conduct at least three EL meetings (quarterly throughout the school year).
- Provide EL teachers opportunities to participate in PAEC EL professional development trainings at no cost to the district, coordinating training with Gadsden's staff development office.
- Provide opportunities for parents to develop educational technology skills through family workshops.
- Provide targeted workshops to build parent educational skills in supporting their children.
- Attend and participate in local, regional, and state meetings and conferences representing EL populations and issues for the district.
- Provide translators for enrollment, IEP, and other school meetings as requested by parents, district, and/or school leaders/teachers.

Curriculum:

- Preview, evaluate, and recommend EL classroom materials as requested.
- Provide Deputy Superintendent and K12 Director with recommendations for EL curriculum and EL staff
- Coordinate EL educational programs with community organizations.
- Coordinate curriculum guides with EL teachers Promote strong parent, family, and community partnerships by offering language educational programs for parents, families, school staff, and communities of English Learners as required by the Every Child Succeeds Act (ESSA) of 2015.

General Responsibilities:

- Combine the existing PAEC Migrant Center in Gadsden County with the EL program to be operated as an English Learner/Migrant Resource Center to assist families with referrals and advocacy, as necessary and practicable.
- Participate in all interviews for EL teacher and paraprofessional candidates.

- Provide a link between and among district administrators, school centers, and community as necessary to ensure open and complete communication.
- Maintain a network of EL peer contacts in professional organizations.
- Assist in developing short and long-range plans for EL populations.
- Attend and contribute appropriate EL information to district leadership team and instructional leadership team meetings, as scheduled.
- Assist with the development of and facilitation of EL student and parent surveys to do needs assessments and collect parent input to make EL programs as customer friendly as possible for EL populations.
- Provide federal and state legislative updates as frequently as necessary to assist Gadsden leadership to make timely and high quality decisions about EL programs and services.
- Ensure that the district is in compliance with the Florida Consent Decree, programmatically and with staffing.



Purchase Order
Standard - Panhandle Area
Educational Consortium

198363
08/10/2016

State Tax Exemption #

85-8012621915C-2

Federal Employer Identification #

59-6000615

Order Contact: Dr. Pink Hightower

☐ Checked box indicates order must be fully received and invoiced by 06/30/2017.
Cancellations must be in writing. No backorders without buyer approval.

All invoices, statements, and correspondence must be mailed to the billing address below.

Vendor (VP00300000)	Ship To	Bill To
PAEC 753 WEST BOULEVARD CHIPLEY, FL 32428	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
	Contractual Agreement for fiscal year 2016-2017 between School Board of Gadsden County, Florida and Panhandle Area Educational Consortium (PAEC) to provide English Language Learner (EL) Services to GCPS EL Students, Families, and Community Stakeholders.	4		18,000.00	72,000.00
Total					72,000.00

Fund	Function	Object	Facility	Project	Program	Amount
110	6300	390	9001	1109990		72,000.00

Superintendent

Comments for vendor:

Contract 4=payments @ \$18,000.00 NTE \$72,000 Contract Attached

Terms:

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7g



DATE OF SCHOOL BOARD MEETING: August 23, 2016

TITLE OF AGENDA ITEM: 2016-17 Postsecondary Student Fee Survey

DIVISION: Adult Career and Technical Education

X

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

PURPOSE AND SUMMARY OF ITEM:

Formal approval of the Board for GTI 2016/17 Postsecondary Student Fee Survey. See attached document that is annually submitted to the Florida Department of Education.

FUND SOURCE: NA

AMOUNT: NA

PREPARED BY: Dr. Sylvia R. Jackson



POSITION: Director, Adult Career and Technical Education

2016 AUG - 1 PM 2:11

RECEIVED
OFFICE OF THE
SUPERINTENDENT
JUL 28 2016

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 _____

2016-17 District Postsecondary Student Fee Survey
 Florida Department of Education, Division of Career and Adult Education

All requested information should be submitted by **June 24, 2016**. Please submit your requests as an Excel attachment to colin.barton@fldoe.org.

Please complete all fields shaded **blue**.

District Information

District	Gadsden County School District
Name	Dr. Sylvia R. Jackson
Title	Director
Phone Number	850-875-8324
Email address	jacksons@gcpsmail.com

2016-17 Fee Ranges

Program	Item	Minimum	Maximum
Career Certificates, ATD	Standard Tuition	2.22	2.44
	Full Cost: (Standard Tuition + Out-of-State Fee)	8.86	9.78
AGE-Term	Block Tuition - Term	28.50	31.50
AGE-Half Year	Block Tuition - Half Year	42.75	47.25

Career Certificate and ATDs

Student Fees per Contact Hour

After entering data, if shading is "red" then the amount entered is outside the allowable range. If shading is "green" then the amount entered is within the allowable range.

(1) These fees are not required to be charged
 Tuition = Basic fee for all students
 Out-of-State = Additional fee beyond tuition assessed to out-of-state students.
 Note: Tuition and Out-of-state fee must be within the range of 5 percent below to 5 percent above the standard tuition and out-of-state fee.
 Student Financial Aid Fee, Capital Improvement Fee & Technology Fee = Report these optional fees if your district charges them.
 Note: For Resident Student Fees, Student Financial Aid fee may be a maximum of 10 percent of Tuition;
 For Out-of-State Student Fees, Student Financial Aid fee may be a maximum of 10 percent of the sum of Tuition and Out-of-State Fee;
 For Resident Student Fees, Capital Improvement Fee and Technology Fee may be a maximum of 5 percent of Tuition;
 For Out-of-State Student Fees, Capital Improvement Fee and Technology Fee may be a maximum of 5 percent of the sum of Tuition and Out-of-State Fee.

Program	Tuition	Out-of-State Fee	Student Financial Aid Fee ⁽¹⁾	Capital Improvement Fee ⁽¹⁾	Technology Fee ⁽¹⁾	Total Tuition and Fees Per Hour	Total Tuition and Fees for Academic Year (900 hours)
Resident	\$ 2.44		\$ 0.24	\$ 0.12	\$ 0.12	\$ 2.92	\$ 2,628.00
Non-Resident	\$ 2.44	\$ 6.99	\$ 0.24	\$ 0.12	\$ 0.12	\$ 9.91	\$ 8,919.00

Adult Ed

Student Fees per Term/Half Year

After entering data, if shading is "red" then the amount entered is outside the allowable range. If shading is "green" then the amount entered is within the allowable range.

Tuition = Basic fee for all students
 Note: Tuition must be within the range of 5 percent below to 5 percent above the standard tuition.
 Note: Districts shall determine tuition based on the term rate or the half year rate, but cannot adopt both.

Program	Tuition	Total Resident Tuition	Number of Terms (1-3)	Total Resident Tuition for Academic Year	Please indicate the start date (Month & Day) for each term/half year
Term	\$ 30.00	\$ 30.00	2	\$ 60.00	Aug-16
Half Year	\$ -	\$ -	0	\$ -	1-Jan

If your agency adopted an Adult Education 'Term' or 'Half Year' tuition and fee schedule, please describe any policies you may have including how to address open enrollment.

NA

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7h



DATE OF SCHOOL BOARD MEETING: August 23, 2016

TITLE OF AGENDA ITEM: Dual Enrollment & Career Pathways Articulation Agreement between Florida A & M University and Gadsden County Schools 2016-2017

DIVISION: Secondary Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The purpose of this agenda item is to request board approval of the Dual Enrollment & Career Pathways Articulation Agreement between the School Board of Gadsden County and Florida A & M University governing the enrollment of students for the 2016-2017 school term.

FUND SOURCE: FEFP

AMOUNT: NA

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Deputy Superintendent

2016 JUL 1 PM 3:52
GADSDEN COUNTY SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

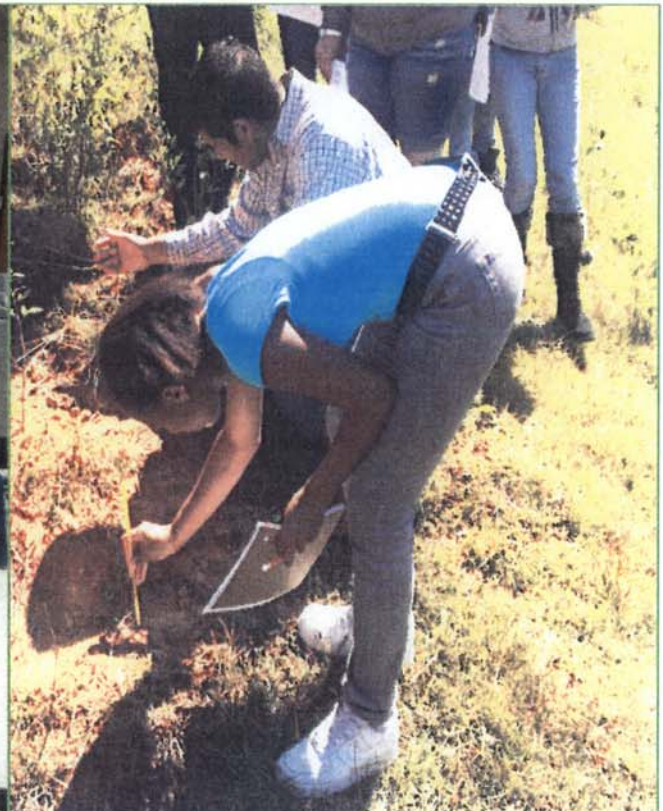
SUPERINTENDENT'S SIGNATURE: page(s) numbered 12

CHAIRMAN'S SIGNATURE: page(s) numbered 12



FAMU
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

ARTICULATION AGREEMENTS WITH GADSDEN COUNTY SCHOOLS Dual Enrollment & Career Pathways



2016-2019

Continuation of Previous Years' Agreement

TABLE OF CONTENT

Content	Page Number
Introduction	3
Procedures to Notify Students and Parents about Dual Enrollment Option	4
Courses and Programs Available to Eligible Dual Enrollment Students	4
Procedures for Participation in Dual Enrollment Courses	6
Eligibility Requirements	8
High School Credit Earned for the Passage of Dual Enrollment Courses	8
Procedures to Inform Students and Parents about College-Level Course Expectations	9
Procedures for Determining Expectation to Require Grade Point Average According to Florida Statute	9
Registration Procedures for Dual Enrollment	10
Exceptions to Professional Rules and Guidelines for Instructors	10
Exceptions to Rules and Guidelines Stated in Student Handbook Which Apply to Faculty Members	10
Responsibilities of the School Board Regarding Student Eligibility	10
Responsibility of the Florida College System Institution Regarding Transmission of Grades	10
Responsibilities for Student Transportation	11
Agreement Signature Page	12
Appendix A: Inter-institutional Agreement Contact Personnel	13
Appendix B: Recommended Dual Enrollment Courses	14

2016-2019 Dual Enrollment Articulation Agreement

Gadsden County Schools and Florida A&M University Board of Trustees

I. Introduction

Section 1007.271, Florida Statutes specifies the development of a dual enrollment articulation agreement between district school superintendents and state universities within their respective school districts and service areas for the purpose of jointly developing and implementing a comprehensive articulated acceleration program that serves the school district. This Agreement is made by and between the Florida A&M University Board of Trustees, hereinafter referred to as FAMU on behalf of the College of Agriculture and Food Sciences (CAFS), and the District School Board of Gadsden County, hereinafter referred to as the School Board. This agreement is intended to implement 1007.271, Florida Statutes, and State Board of Education Rule 6A-10.024.

The term of this agreement shall commence upon signing and shall end June 30, 2019. Either party may cancel this Agreement upon thirty (30) days written notice to the other party with or without cause. In the event of a termination, both schools agree that students who are currently in post-secondary courses working toward fulfilling the competencies or who are in their first semester at FAMU will be allowed to complete the articulated credit. This Agreement may be amended only by written communication signed by the Superintendent of the District School Board of Gadsden County and the President of Florida A&M University.

FAMU agrees to permit high school students enrolled in a public high school in Gadsden County, who have been certified by their principals as qualified, to dually enroll in regularly offered courses listed and described in FAMU's undergraduate catalogue as satisfying general education/liberal arts requirements, under the provisions of Florida Statutes, applicable state, Board of Governors, and University, rules or regulations, and courses listed herein and the following terms and conditions:

A. Composition and Roles of Articulation Committee

Two committee members from the School Board will be appointed by the Superintendent of the School Board or designee. Two committee members from FAMU will be appointed by the President of FAMU or designee. If the chair of the Articulation Committee is from the School Board, then the co-chair will be from FAMU and vice versa. A Secretary will be appointed from amongst the committee members to record the minutes of the meeting. Ex-officios include the Dean of CAFS and Chair of Gadsden County School Board. The meeting time and location of the committee shall be determined mutually by representatives of both parties.

The role of the Articulation Committee is to work collaboratively to develop and review the progress of the Dual Enrollment Articulation Agreement that exists between FAMU/CAFS and the School Board. An Annual Progress Report will be prepared by the Articulation Committee and submitted to the Dean of CAFS and the Chair of Gadsden County School Board.

B. Ratification of Articulation Agreements between FAMU and the School Board

This agreement replaces any existing agreement with FAMU/CAFS and the School Board regarding the Inter-institutional Articulation Agreement.

II. Procedures to Notify Students and Parents about the Option to Participate

It is the responsibility of the high schools in the district to inform students of the availability of the dual enrollment program requirements and currently offered courses through educational planning and guidance process. Each high school will advertise dual enrollment through a variety of methods. High school personnel will direct students to meet with their high school guidance counselor if they are interested in learning more about participation in dual enrollment. High school guidance counselors will review with the student criteria for participation in the dual enrollment program. Information will also be available to students and parents on FAMU's and CAFS' websites.

III. Courses and Programs Available to Eligible Dual Enrollment Students

Section 1007.271(1). Florida Statutes establishes that "the dual enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree". A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. Physical education skills courses and college preparatory instruction are not eligible for dual enrollment.

Students enrolled as dual enrollment, early admission, or career dual enrollment shall be exempt from the payment of registration, tuition, and laboratory fees. The District will assume responsibility for cost of textbooks and students will assume responsibility for the cost of lab fees. Students enrolled as dual enrollment, early admission, and career dual enrollment will be eligible to participate in both high school and university activities as appropriate including graduation and other extracurricular activities. Participation in all university activities must be approved by the Dean of CAFS.

A. College Credit Courses Offered on the High School Campuses

Section 1007.271 (8), Florida Statutes established that "District school boards shall annually assess the demand for dual enrollment and provide that information to each

partnering postsecondary institution". FAMU and the School Board will work collaboratively to ensure students eligible for dual enrollment in CAFS at FAMU and also on the high school campus, and/or through distance learning, as appropriate.

Faculty in CAFS who wish to teach college credit courses that are offered on the high school campuses must complete a FAMU application and all other procedures required by FAMU's Human Resources and Academic Divisions. Applicants must be recommended for hire by the Dean of CAFS. Faculty must also adhere to the following guidelines (Florida Statutes, 1007.271 (5)(a):

1. Meet the qualifications required by FAMU/CAFS as identified in the FAMU Faculty Credentials guidelines. The qualifications apply to all faculty members regardless of the location of instruction.
2. Provide FAMU/CAFS with an official copy of the teaching candidate's postsecondary transcript.
3. Provide a copy of the syllabus for each course taught to the discipline chair or department chair of the postsecondary institution before the start of each term. The content of each syllabus must meet the same standards required for all college-level courses offered at FAMU/CAFS.
4. Adhere to the professional rules, guidelines, and expectations stated in FAMU's Faculty Handbook.
5. Adhere to the rules, guidelines, and expectations (which apply to faculty members) that are stated in FAMU'/CAFS' Student Handbook.

Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the FAMU campus. To ensure equivalent rigor with courses taught at FAMU/CAFS, the high school instructor will provide a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the appropriate Dean or designee. The completed and scored assessments must be returned to FAMU/CAFS and held for one year (Florida Statutes, 1007.271 (6)(a)).

Based on need and faculty availability, FAMU/CAFS will decide what courses can be offered on the high school campus. Advanced Placement (AP) students who do not take or pass the AP examination are not permitted to earn postsecondary credit for the AP course via dual enrollment. Per Section 1007.272, Florida Statutes, no student will be allowed duplicate credit based on enrollment in a joint AP/dual enrollment course. Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course, per Section 1007.271 (6)(d), Florida Statutes.

Dual enrolled students taking courses on the high school campus must follow the same enrollment and registration procedures as the students taking courses on FAMU's main campus.

B. Early Admission Dual Enrollment

Early Admission shall be a form of dual enrollment through which eligible secondary students enroll in CAFS at FAMU on a full-time basis (minimum of 12 credit hours and maximum of 15 credit hours) in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Early admitted students will be exempt from the payment of registration, tuition, and laboratory fees. Both the high school and FAMU/CAFS must approve Early Admission for a high school student each semester.

C. Career Dual Enrollment

Career dual enrollment is a curricular option of elective credits toward earning the high school diploma and completing a career-preparatory certificate program (PSAV). Career dual enrollment is not intended to enable students to take isolated courses unrelated to a program.

IV. Procedures for Participation in Dual Enrollment Courses

The Dean of CAFS at Florida A&M University must designate a Dual Enrollment Advisor who will be responsible for collaborating with the District's high school counselors and officially enrolling students at FAMU/CAFS.

A. Application Process for New Students

- Step 1: Review the FAMU dual enrollment packet. (The student must have completed tenth grade.)
- Step 2: Meet with high school guidance counselor to discuss testing options. High school students are allowed a maximum of two attempts on P.E.R.T. but may demonstrate college readiness through concordant scores on the ACT and/or SAT.
- Step 3: Complete the dual enrollment application form with high school guidance counselor.
- Step 4: Turn in the completed enrollment packet which includes test scores, high school transcript and a copy of the latest report card to the FAMU Dual Enrollment Advisor.
- Step 5: Meet with the FAMU/CAFS Enrollment Advisor to register for courses. The FAMU/CAFS Dual Enrollment Advisor is the only person allowed to register dual enrollment students.

B. Application Process for Early Admission Students

High school students seeking early admission must follow the same enrollment procedures as Dual Enrollment students. Early Admission Students are those students seeking to take dual enrollment courses to complete high graduation requirements and university degree and/or industry certification requirement.

C. Withdrawing from Classes and Schedule Changes

Dual enrollment students must comply with the drop/add and withdrawal policies and deadlines published by FAMU. In addition:

1. To withdraw, add, or drop from a course(s), students must provide a written request from the high school guidance counselor verifying that the student has permission to withdraw, add, or drop before the withdrawal deadline. The request must be submitted to the Dual Enrollment Advisor before the withdrawal deadline.
2. To change a student's schedule, the guidance counselor must submit a written request to the Dual Enrollment Advisor before the deadline which is published by FAMU/CAFS.

D. Summer Enrollment

Students are allowed to enroll in summer courses. Enrollment must be approved by the FAMU/CAFS Dual Enrollment Advisor.

Graduating high school seniors will not be eligible to participate in dual enrollment during the summer. They will be categorized as degree seeking college students and will have to pay for summer courses.

E. Maximum Course Loads

Dual enrolled students are allowed a maximum of 11 credit hours each semester. All college courses taken must count towards high school and university credit.

Early admission students are allowed a minimum of 12 credit hours and maximum of 15 credit hours each semester. All college courses taken must count towards high school and university credit. Special permission is required each semester for the early admission program.

F. Testing for Dual Enrollment Eligibility

All students seeking dual enrollment must pass the State's mandated assessment Reading (FCAT 2.0) and the P.E.R.T or obtain appropriate concordant scores on the ACT or SAT. It is the high school's responsibility to provide P.E.R.T. for dual enrollment eligibility and to monitor the number of assessments. Students must provide official score reports to FAMU.

Table of Concordant Scores

P.E.R.T.	
Postsecondary Education Readiness Test	
Assessment Content	Eligibility Score
Reading	104
Writing	99
Mathematics	113
SAT	
Scholastic Aptitude Test	
Assessment Content	Eligibility Score
Verbal	440
Mathematics	440
ACT	
American College Test	
Assessment Content	Eligibility Score
Reading	18
English	17
Mathematics	19

V. Eligibility Requirements

A. Initial Enrollment for Academic Dual Enrollment

As indicated in Florida Statutes, 1007.271, student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school grade point average and the minimum eligible score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework.

According to Florida State Board of Education Rule 6A-10.0315, the student must submit a copy of test scores (SAT, ACT, P.E.R.T.) to postsecondary institutions seeking to place the student into college-level courses. Scores must be less than two years old.

B. Continued Enrollment for Academic Dual Enrollment

Dual Enrollment students must maintain a minimum 3.0 unweighted cumulative high school grade point average. Additionally, the FAMU/CAFS GPA will be reviewed each semester and students must maintain a 2.5 FAMU GPA. Students will be given a one semester grace period if the FAMU GPA is below 2.5. Dual Enrollment students are only allowed one grace period.

C. Initial Enrollment for Career Dual Enrollment

As indicated in Florida Statutes, 1007.271, student eligibility requirements for initial enrollment in career dual enrollment courses must include a 2.0 unweighted high school grade point average and the appropriate score on the P.E.R.T.

D. Continued Enrollment for Career Dual Enrollment

Students must maintain a minimum 2.0 unweighted cumulative high school grade point average. A high school GPA below 2.0 will result in loss of dual enrollment eligibility.

Additionally, the FAMU/CAFS GPA will be reviewed each semester and students must maintain a 2.0 FAMU/CAFS GPA at the time of review. Students will be given a one semester grace period if the FAMU/CAFS GPA is below 2.0. High school students are only allowed one grace period.

VI. High School Credit Earned for the Passage of Dual Enrollment Courses

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses-High School Subject Area Equivalency List are eligible for dual enrollment. This list is available at <http://www.fldoe.org/articulation/pdf/DEList.pdf>. Eligible courses may be taken in any format that FAMU/CAFS offers them unless otherwise specified in the Agreement.

Other courses in the Statewide Course Numbering System, with the exception of remedial courses and physical education skills courses, can be used for dual enrollment credit and count toward high school graduation, including electives, provided these courses are specified in this agreement.

Courses Not Specified on the List-Courses that are not listed in the Dual Enrollment Course-High School Subject Area Equivalency List that are taken through dual enrollment must be identified in the Dual Enrollment Articulation Agreement along with the number of high school credits to be awarded either as an elective or subject area credit.

VII. Procedures to Inform Students and Parents about College-Level Course Expectations

It is the responsibility of the high schools in the district to inform the students and parents about the college-level expectations. FAMU/CAFS will inform students and parents of college-level course expectations through a dual enrollment orientation. FAMU/CAFS will also inform students and parents of college-level course expectations through the use of the course syllabus which is given to each student in each college-level course at the beginning of each semester.

VIII. Procedures for Determining Expectations to Require Grade Point Averages According to Florida Statutes, 1007.271 (3)

According to Florida Statutes 1007.271 (3), "Exceptions to the required grade point averages may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established pursuant to subsection (21)."

Exceptions to High School Grade Point Averages Terms:

Upon recommendation by the principal or designee, a student with an unweighted GPA of 2.75-2.99 may enroll for a maximum of 6 hours of dual enrollment courses provided that the student has shown evidence of ability to do advanced level work through successful completion of Advanced Placement, Honors, or other advanced courses or supplemental work and provided that the student is in a high school college preparatory program. Continuation of dual enrollment will require satisfactory progress in all college dual enrollment courses.

Exceptions related to serious illness or other extenuating circumstances will be reviewed on a case by case basis and must be approved by both the principal and designated FAMU's administrative staff. FAMU/CAFS will provide a form to the high school that must be completed, signed, and returned to FAMU before students will be allowed to continue in the program. FAMU/CAFS will not make exceptions to the required FAMU grade point average. Students will be given a one semester grace period in which a review will take place to determine continued eligibility. The grace period can only be used once during the student's high school matriculation.

IX. Registration Procedures for Dual Enrollment

Students must complete the dual enrollment registration form with their high school guidance counselor. The form must be completed with all the required information selected courses. The completed registration form will be given to FAMU/CAFS Dual Enrollment Advisor, who will register the student for courses that are available at the time the form is received.

X. Exceptions, if any, to Professional Rules and Guidelines for Instructors Teaching Dual Enrollment Courses

There are no exceptions.

XI. Exceptions, if any, to Rules and Guidelines Stated in the Student Handbook Which Apply to Faculty Members

There are no exceptions.

XII. Responsibilities of the School Board Regarding Determination of Student Eligibility before Dual Enrollment Participation and Monitoring of Student Performance While Participating in Dual Enrollment

The School Board is responsible for determining if the student is eligible to be tested for the dual enrollment program. Students who have a 3.0 unweighted high school grade point average and who have an interest in participating in dual enrollment should be referred to their high school guidance counselor for information regarding eligibility requirements for the program.

It is the School Board's responsibility as well as FAMU/CAFS responsibility to monitor student performance in dual enrollment courses. The School Board and FAMU/CAFS should exchange student transcripts and relevant academic information in order to make sure that students are eligible to continue in the dual enrollment program. FAMU and the School Board shall jointly assume responsibility for the implementation and enforcement of any rights and responsibilities that arise by the creation, maintenance and use of any "records" and "reports" regarding any high school students enrolled in accordance with all applicable law, including but not limited to Sections 1002.22 and 1002.225, Florida Statutes and 20 U.S.C. 1232 (g) – (l). Each shall be responsible for "records" and "reports" maintained, housed or stored by the respective institutions.

FAMU is responsible for assigning grades for dual enrollment courses. When posting dual enrollment information to high school transcripts, the School Board is prohibited from changing any grade that has been assigned by the university.

XIII. Responsibilities of the Florida College System Institution Regarding Transmission of Student Grades in Dual Enrollment Courses to the School Board

FAMU will transmit student transcripts to the high schools at the end of each semester in accordance with applicable law.

XIV. Responsibilities for Funding that Delineates Costs Incurred by the School Board and FAMU

Dual enrollment students shall be exempt from paying registration and matriculation. Textbooks will be provided by the School Board. Textbooks purchased by the School Board shall remain the property of the School Board as specified in Section 1007.271 (17), F.S. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on FAMU's campus will be covered by FAMU. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on the high school campus will be covered by the School Board.

XV. Responsibilities for Student Transportation

Students and/or parents shall provide all student transportation to and from courses taken on FAMU's campuses and sites and shall assume any liability incurred thereby.

XVI. General Provisions:

FAMU and the School Board shall continue to carry out established articulation procedures to ensure close communication and effective planning. In addition, FAMU and the School Board shall establish budgetary policies to support specialized dual credit enrollment programs as appropriate. The President of FAMU and the Superintendent of Schools will publicize this agreement and take whatever actions necessary to effect the implementation of said agreement within their respective organizations. The parties shall not discriminate against any employee or

participant in this program because of race, age, religion, color, gender, national origin, marital status, or disability. Each party agrees to be fully responsible for its acts of negligence or its agent's acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence to the extent permitted by the laws of Florida. Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract. This Agreement sets forth the entire understanding between the Parties with respect to the subject matter hereof and shall govern the respective duties and obligations of the Parties, superseding any other written or oral representations, statements, negotiations, or agreements to the contrary.

AGREEMENT SIGNATURE PAGE

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and The District Board of Trustees, Florida A&M University, have adopted this agreement and caused it to be executed by their respective chairs and chief executive officers, in accordance with Section 1007.271, F.S., Dual Enrollment Articulation Agreements.

Date

Elmira Mangum
President, Florida A&M University

Date

Marcella David
Provost and Vice President, Academic Affairs, Florida
A&M University

Date

Chair, Gadsden County School Board

Date

Superintendent, Gadsden County School District

APPENDIX A

Inter-institutional Agreement Contact Personnel

When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of the paragraph. For the present, the parties designated the following as the respective places for giving notice:

Responsible Person	FAMU	GCPS
Agreement Articulations and Negotiations	Title: Attorney Name: Shira R. Thomas Email: shira.thomas@famuedu Telephone: (850) 599-3591	Title: Director, Adult Career & Technical Education Name: Dr. Sylvia R. Jackson Email: jacksons@gcpsmail.com Telephone: (850) 875-8324
Transcripts and Records	Title: Coordinator Name: Desi A. Jenkins Admissions/Registrar E-mail: desi.jenkins@famuedu Telephone: (850) 561-2092	Title: System Support Specialist Name: Caroline McKinnon-Palmer Email: palmerc@gcpsmail.com Telephone: (850) 627-9651
Academic Counseling	Title: Dual Enrollment Advisor Name: Dr. Violeta Tsoleva Email: violeta.tsoleva@famuedu Telephone: (850) 412-7394	Title: Dual Enrollment Counselor East Gadsden High School Name: TBD Email: TBD Telephone: (850) 662-2300 Title: Dual Enrollment Counselor West Gadsden High School Name: TBD Email: TBD Telephone: (850) 442-9500

APPENDIX B

Course Number	Course Name	Brief Course Description	Schedule
AGG2050	Intro Biotechnology	THIS COURSE IS DESIGNED TO TEACH STUDENTS THE CONCEPTS AND PRINCIPLES OF BIOTECHNOLOGY AND EXPLORE TO ITS APPLICATION IN AGRICULTURE, THE ENVIRONMENT AND THE SOCIETY.	Fall
AGG2050L	Intro Biotechnology Lab	THIS COURSE IS INTENDED TO PROVIDE HANDS-ON LABORATORY TRAINING IN BASIC METHODS EMPLOYED IN BIOTECHNOLOGY	Spring
AGG 4420	Global Seminar in Human Sustainability	FOCUSING ON CONCEPTS AND APPROACHES TO DEVELOPING SUSTAINABLE FOOD SYSTEMS, EXAMINE GLOBAL PROBLEMS, GLOBAL PERSPECTIVE OF HUMAN SUSTAINABILITY ISSUES.	Spring
AEB 2104	Economics of Agriculture	INTRODUCTION TO AGRICULTURAL ECONOMICS AND ECONOMIC PRINCIPLES AS APPLIED TO FARM PRODUCTION, MARKETING, DEMAND, FINANCE, FARM PRICES AND INCOME.	Fall
ATE 1001	Intro to Vet Technology	PROVIDING LEGAL AND ETHICAL STANDARDS FOR VETERINARY TECHNICIANS, WORKPLACE PROFESSIONAL CONDUCT, RESOURCES FOR CURRENT ISSUES, WORK ENVIRONMENT SAFETY, ZOO NOTIC DISEASE RISKS AND CAREER OPPORTUNITIES	
ATE 1741	Veterinary Medical Terminology	COVERS COMMON MEDICAL TERMINOLOGIES USED IN THE VETERINARY FIELD. THIS COURSE WILL ALSO HELP STUDENTS DETERMINE THE DEFINITION OF MEDICAL TERMINOLOGIES, USING THE ANALYSES OR WORD PARTS	Spring
ANS 3264	Swine Production	PLACE OF SWINE ON THE FARM AND MODERN METHODS AND TRENDS IN SELECTION, FEEDING, HOUSING AND MANAGING SWINE FOR EFFICIENT PRODUCTION.	Spring
AST 1002	Astronomy	PHYSICAL SCIENCE COURSE DESIGNED TO ACQUAINT NON-SCIENCE MAJORS WITH THE FUNDAMENTAL LAWS OF NATURE THROUGH THE STUDY OF THE MOTION, CHARACTERISTICS AND PROPERTIES OF CELESTIAL OBJECTS.	Spring
ENY 2001C	Insects, Man and the Environment	A SURVEY COURSE IN ENTOMOLOGY FOR NON-MAJORS. DIVERSITY OF INSECTS, ECOLOGY, BIOLOGY. EMPHASIS ON EFFECTS OF INSECTS ON MAN AND HIS ENVIRONMENT. GLOBAL BENEFICIAL AND DETRIMENTAL IMPACTS OF INSECTS AND THEIR ROLE IN THE ENVIRONMENT. ROLE OF INSECTS AS DISEASE VECTORS, AGRICULTURAL AND URBAN PESTS, BIOLOGICAL CONTROL AGENTS, INDICATORS OF ENVIRONMENTAL QUALITY, STORED PRODUCT PESTS, POLLINATORS AND FORENSIC CRIME-SOLVING TOOLS.	Spring
FOS2002	Food and Man	THIS COURSE IS DESIGNED FOR BOTH SCIENCE AND NON-SCIENCE MAJORS. A GENERAL OVERVIEW OF THE HISTORICAL ORIGINS AND DEVELOPMENT OF FACTORS AFFECTING FOOD PATTERNS, TRENDS AND CULTURAL ASPECTS OF FOODS IS DONE. THE IMPACT OF MODERN LIFE ON VARIOUS ASPECTS OF FOOD, HEALTH AND NUTRITION PROBLEMS ARE ALSO ADDRESSED.	Spring and Fall
BOT1010	BOTANY	THE BIOLOGY, ANATOMY, PHYSIOLOGY AND CLASSIFICATION OF PLANTS AND THEIR IMPORTANCE TO MAN, AS WELL AS THE IMPORTANCE OF PLANTS AS THEY RELATE TO THE OTHER KINGDOMS OF CLASSIFICATION WILL BE STUDIED.	Fall and Spring

Recommended Dual Enrollment Courses

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a



DATE OF SCHOOL BOARD MEETING: August 23, 2016

TITLE OF AGENDA ITEM: Student Progression Plan 2016-2017

DIVISION: K-12 Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The attached Student Progression Plan for the 2016-2017 school year is being submitted to the School Board for approval.

FUND SOURCE: NA

AMOUNT: NA

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Deputy Superintendent

2016 AUG -4 AM 9:45
RECEIVED
SCHOOL BOARD
ADMINISTRATIVE SERVICES
DEPT

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 _____

STUDENT PROGRESSION PLAN

2016-2017



“Building a Brighter Future for All Students”

GADSDEN COUNTY SCHOOLS
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FL 32351
850-627-9651

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

Foreword.....	13
Statement of Beliefs.....	14
Vision and Mission Statements.....	15
Elementary School (Kindergarten through Fifth Grade)	17
I. Entrance Requirements and Placement	17
A. Initial Entry into Kindergarten	17
B. Initial Entry into First Grade	17
C. Transfers from Out-of-State Schools or Out-of-Country Schools	17
D. Transfers from K-5 Home Education and Private Schools	18
E. Screening Activities for New Enrollees	18
II. Promotion	18
A. Adequate Progress.....	18
B. Adequate Progress Levels	19
C. Promotion from Kindergarten to Grade 1	19
D. Promotion from Grade 1 to Grade 2 and Grade 2 to Grade 3.....	19
E. Promotion from Grade 3 to Grade 4.....	19
F. Promotion from Grade 4 to Grade 5 and Grade 5 to Grade 6	19
G. Retention Decisions	20
H. Social Promotion	20
I. Grades / Attendance	20
J. English Language Learners (ELL)	20
III. Assessments	20
A. Statewide Assessment Program	20
B. Screening and Diagnostic Assessment	20
C. Regular District or Classroom Assessment.....	20
IV. Intervention and Remediation	20

A. Substantial Deficiency in Reading	20
B. Remediation and Supplemental Instruction	21
V. Parent Notification and Progress Monitoring	21
A. Danger of Failure Notification	21
B. Notification Language	21
C. Grade 3 Retention Notification	21
D. Frequent Monitoring of Student Progress.....	21
E. Annual Parent Notification Requirements	21
VI. Instructional Program for Retention Year	22
A. Intensive Instruction	22
B. Grade 3 Retention.....	22
VII. Instructional Program for Students with Multiple Retentions	22
VIII. Grade Three Mandatory Retention Exemptions	22
A. Good Cause Exemption Determination Process	22
B. Good Cause Exemptions	22
IX. Other Retention Waivers.....	23
A. Social Promotion.....	23
B. Good Cause Retention Waiver	23
X. Mid-Year Promotion of Students Retained in Grade Three	23
A. Mid-Year Promotion	23
B. Mid-Year Promotion Prior to November 1	24
C. Mid-Year Promotion after November 1.....	24
D. Mid-Year Promotion Authority.....	24
E. Progress Monitoring Plan (PMP)	24
XI. Procedures for Retained Students Not Promoted Mid-Year	25
A. Diagnostic Assessment	25
B. Grade 3 Retention Reading Requirement.....	25
C. Reading Remediation for Multiple Retention	25

XII. Acceleration.....	25
XIII. Instructional Program	26
A. Standards and Benchmarks	26
B. Instructional Alignment and Focus	26
C. ELL / LEP Instruction.....	26
XIV. Student Rights for Instruction	27
A. Student Right to Participate	27
B. ESOL / ELL.....	27
C. Primary Language Services	27
D. Use of Primary Language	27
E. Discrimination Policy.....	27
F. Virtual School Access.....	27
G. Access to Middle School Courses	27
H. Grievance Procedures.....	28
I. Virtual Schools	28
XV. Grading of Student Performance	28
A. Teacher Authority	28
B. Grade Equivalent	28
C. Other Content Areas	29
D. Conduct	29
E. Evaluation of Achievement	29
F. Instructional Level	29
G. Kindergarten Competencies	29
XVI. Report Cards.....	29
A. Teacher Comments.....	29
B. Narrative Explanation of Grading System	29
C. Quarterly Issuance	30
D. Parent/Teacher Conferences.....	30

E. Grade Review	30
Middle School (Sixth Grade through Eighth Grade)	32
I. Middle Grades School Promotion Requirements	32
A. Successful Completion of Courses	32
B. Civics Instruction	32
C. Career and Education Planning Course	32
D. Required Parent Meeting	33
II. Required Remediation in Reading and Mathematics	33
A. Intensive/Integrated Reading	33
B. Intensive/Integrated Mathematics	33
III. Grading System	33
A. Teacher Authority	33
B. Grading Scale	33
C. Assignment of Final Grades	34
D. Teacher Comments	34
E. Frequency of Report Card Distribution	34
F. Danger of Failure	35
G. Parent/Teacher Conferences	35
IV. Expected Performance Levels	36
A. Chart of Grade Level Performance Levels	36
B. Students with Disabilities	36
V. Retention	36
A. More than Two Failures	36
B. Two Failures (Grades 6 or 7)	36
C. One Failure	37
D. Promotion to Grade 8 or 9	37
E. Conditional Promotion (Grades 7 or 8)	37
F. ELL/LEP Promotion/Retention	37

G. Summer School in Other Districts.....	37
H. Other Reasons for Retention	37
VI. Acceleration Policy	37
VII. Parent Notification	41
VIII. Progression for English Language Learner/Limited English Proficient Students	41
A. ELL/LEP Reading Instruction	41
B. ELL/LEP Student Reading Performance	41
IX. High School Credit for Middle School Students.....	41
A. Courses Available.....	41
B. Grade Forgiveness	41
C. Awarding of Credit	42
X. Transfers from Other Schools.....	42
A. Foreign Students.....	42
B. Military Children	42
C. Home Education.....	42
D. Virtual School Access	43
E. Virtual Schools.....	43
XI. Students Rights for Instruction	45
A. Equal Access.....	45
B. English Language Learners (ELL)	45
C. Appropriate Use of Primary Language	46
D. Teen Parent Program.....	46
E. Discrimination	46
F. Grievance Procedures	46
High School (Ninth Grade through Twelfth Grade).....	48
I. Graduation Requirements	48
II. Graduation Plans and Timelines	49
A. Students Entering Grade Nine in the 2011-2012 School Year	49

B. Students Entering Grade Nine in the 2012-2013 School Year	50
C. Students Entering Grade Nine in the 2013-2014 School Year	51
D. Students Entering Grade Nine in the 2014-2015 School Year	52
E. Academically Challenging Curriculum to Enhance Learning (ACCEL) Procedures and Guidelines for 9-12 High School Students	53
II. Course Credit (F.S. 1003.436)	54
A. Courses Excluded from Credit Awarding (F.S. 1003.43(7))	54
B. Course Substitutions and Waivers (F.S. 1011.62, and Annual Course Code Directory)	54
B. National Collegiate Athletic Association (NCAA) Eligibility	55
C. Course Titles on Transcripts	55
D. Determination of Mastery of Student Performance	56
E. English Language Learner (ELL) / Limited English Proficient (LEP) Credit	56
F. Variety of Instructional Techniques and Instructional Media	56
III. Transfer of Credits	57
A. Requirements for Transfer, Foreign-born and/or ELL/LEP Students	57
B. Procedures for Transfer	57
C. Institutions with Automatic Credit Approval for Transfer	58
D. Transfer from Non-accredited and Foreign Schools	58
E. Transfer for Home Schools	59
F. Validation of Credit	59
G. Transfer for Foreign Exchange Students	59
H. Transfer of Credit: Educational Opportunity for Military Children	60
IV. Drop/Add Timelines, Procedures, and Grading for Continuing Students	60
A. Timeline for Dropping Dual Enrollment Courses	60
B. Timeline for Virtual School Courses	60
C. Grade Assignment for Dropped Courses	60
D. Exceptional Student Education (ESE) Considerations	61
V. Grade Level Classification (F.S. 1008.25)	61

A. Traditional High School (K12 Virtual School and PAEC Virtual School).....	61
B. Traditional High School: Mid-Year Promotion (K12 Virtual School and PAEC Virtual School).....	62
VI. Reading Remediation (F.S. 1003.428(2)(c))	62
VII. Remediation	62
VIII. Promotion, Retention, and Promotion with Instructional Support.....	63
A. Promotion Notification of Progress	63
B. Parent Notification of Potential Failure	63
C. Retention for English Language Learners (ELL)	64
D. High School Credit for Middle School Students.....	64
IX. Requirements for Curriculum, Instruction, and Assessment.....	64
A. Career and Professional Academies	64
B. Requirements for English Language Learner Instruction	65
C. Requirements for Participation in Statewide Assessments	65
X. Community Service.....	65
A. Requirements for Credit and Reporting	65
XI. Student Rights for Instruction	65
A. Statement of Non-discrimination	65
B. Provisions for English Language Learners (ELL)	65
C. Equity and Non-discrimination/Harassment Policy	65
D. Participation in Rigorous Coursework	66
E. Board Policy on Non-Discrimination	66
F. Grievance Procedures	66
XII. Grading and Grade Point Average (GPA).....	66
A. Quality Points for Grades (F.S. 1003.437)	66
B. Quality Points for Honors, Career & Technical Education (CTE), Advanced Placement, and Dual Enrollment Courses.....	67
C. Computation of Grade Point Average (GPA).....	67

D. GPA and Other Eligibility Requirements for Interscholastic Activities (F.S. 1006.15(2))	67
E. Graduation GPA (F.S. 1007.27(6))	68
F. Level 1 Courses and Graduation Credit.....	68
XIII. Grading and Student Performance	69
A. Teacher Authority and Responsibility for Grades	69
B. Grading Scale	69
C. Quarterly Grades.....	69
D. Determination of Final Course Grades	69
E. Semester Exams for Weighted Courses	70
F. Failure of One Semester of a One-Credit Course	70
G. Reporting of Grades and Attendance	70
H. Grade Challenge	70
I. Incomplete Grade	70
J. Grade Replacement/Forgiveness.....	71
K. End-of-Course Examination Retakes.....	71
L. Required Information for Report Cards	71
M. Recognition of Graduates	72
N. Report Card Requirements and Distributions	72
O. Instruction and Attendance Requirements for Credit Earning.....	72
P. Excused Absences	72
Q. Make-Up Work Following an Excused Absence	73
R. Timelines for Make-Up Work Following An Excused Absence.....	73
S. Unexcused Absences.....	73
T. Attendance and Academic Performance Expectations/Exemptions (F.S. 1003.33))	73
U. Full-Time Students.....	73
V. Accommodations for Eligible Students	73
W. Student Re-enrollment	73
XIV. Diplomas and Certificate of Completion Options.....	74

A. Standard Diploma	74
B. Certificate of Completion.....	74
C. Special Diploma/Special Certificate of Completion	74
D. Merit High School Diploma Designation.....	75
E. Scholar High School Diploma Designations.....	75
F. Scholar Diploma Designation Exemptions	75
G. Graduation Plan.....	75
H. Certificate of Completion and Commencement.....	76
XV. Secondary Credit-Earning Options	76
A. Dropout Prevention Programs.....	76
B. Performance-Based Diploma Program	76
C. Performance-Based Exit Option Program	76
D. Home Education	77
E. Home Education Students and High School Graduation.....	78
F. Gadsden County Virtual School.....	78
G. Florida Virtual School.....	78
XVI. Additional Secondary and Postsecondary Credit-Earning Options	79
A. Advanced Placement (F.S. 1002.27(6))	79
B. Dual Enrollment	79
C. The Credit Acceleration Program (CAP)	79
D. Early Admission to Colleges and Universities	80
E. Nationally Recognized Industry Certification	80
F. Career and Technical Education Program Articulation	80
Exceptional Student Education (ESE).....	82
I. ESE Student Rights and Parent Notification	82
A. Regular or Special Diploma Standards.....	82
B. ESE Students and the Standard Diploma	82
C. Free Appropriate Public Education Through Age 22 (FAPE 22) [IDEA. 2004-300.102]	82

D. Grade Classification for ESE Students	83
E. One-Credit Scheduling Option	83
F. Drop/Add Procedures for ESE Students	83
II. Diploma and Certificate Options for Exceptional Student Education (ESE) Students	83
A. Standard Diploma	83
B. Special Diploma.....	84
III. Special Diploma Option 1	84
IV. Special Diploma Option 2 (6A-1.0996(1)(B))	86
V. Career Placement Options for Exceptional Student Education (ESE) Students.....	86
VI. Certificate of Completion	87
VII. Special Certificate of Completions Criteria (F.S. 1003.438).....	87
VIII. Grading, Progress Reports, and Report Cards for Exceptional Student Education (ESE) Students	87
IX. Other Programs: Therapies and Itinerant Services.....	87
Appendix A: Educational Opportunity for Military Children.....	88
Appendix B: Request for Elementary Acceleration	99
Appendix C: Elementary Performance Contract	100
Appendix D: Middle Grades Students and EOC Assessment Requirements for 2014-15	101
Appendix E: Middle Grade Fast-Track Mathematics Criteria	102
Appendix F: Request for Middle Grades Acceleration	103
Appendix G: Academically Challenging Curriculum to Enhance Learning (ACCEL) Middle Grades Performance Contract	104
Appendix H: Mastery Exam Request.....	105
Appendix I: Required High School Assessments	106
Appendix J: College Readiness Courses	108
Appendix K: Foreign Exchange Program Requirements	109
Appendix L: Third Grade Student Progression – Technical Assistance	111

FOREWORD

In 1976, the Florida State Legislature passed into law the Educational Accountability Act of 1976, which includes the statutory requirement that each school district in the State of Florida establish a comprehensive program for pupil progression.

In 2003, the Legislature enacted Florida Statute 1008.25, which changed the name of this document from Pupil Progression Plan to Student Progression Plan and requires more stringent student performance for promotion and greater communication with parents regarding progress, including the publication of annual reports in the local newspaper.

The Student Progression Plan is revised and updated annually, based on input from school and district personnel and legislative and State Board Rule changes. This plan is written in the best interest of individual students and complies with the State Statutes and directives from the Florida Department of Education. All district level and school level instructional personnel, parents, and students are encouraged to study the requirements of the Gadsden County Schools Student Progression Plan, with the understanding that the legislative intent is to raise the quality of education in Florida schools.

Promotion, remediation, retention, or specific assignment procedures contained in this plan are designed to ensure that each student's grade placement is made to serve the best interests of the student and are in accordance with *F.S.1008.25* and all other relevant state and school board rules.

The Gadsden County Public School District has a strategic plan in place to improve instruction and student achievement in all of its schools. The plan incorporates many of the Best Practices recommended by the guidelines of Florida's Office of Program Policy Analysis and Governmental Accountability (OPPAGA).

Every student in the Gadsden County public school system is expected to make satisfactory progress through the grades and achieve a level of academic proficiency and social/emotional development which will enable him/her to benefit from instruction at the next grade level. The Gadsden County Student Progression Plan implements school board policy and establishes procedures to be followed. It provides each student enrolled in the Gadsden County public schools with the maximum opportunity to succeed in school.

All Gadsden County Public Schools are expected to make every reasonable effort to assist students in meeting promotion and/or graduation requirements.

Statement of Beliefs

The Gadsden County School District believes that . . .

All students can learn.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

The commitment to continuous improvement to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, global society is expected of all stakeholders of the school system.

Assessments of student learning provide students with a variety of opportunities to demonstrate the achievement of the expectation for their learning.

Education is the key to opportunity and social mobility.

A safe and supportive learning environment promotes student achievement.

Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work.

The chief priority of any school system should focus on learning across the system. (Student learning, professional learning, and organizational learning)

The development of a caring school community should be a priority for our school system.

The allocation of our resources, in alignment with our mission and goals, helps to maximize the opportunity for students to learn and experience success in school.

VISION STATEMENT

It is the vision of The School Board of Gadsden County that all students are prepared for success in a rapidly changing, diverse, global society through a variety of educational opportunities.

The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources, aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life.

MISSION STATEMENT

Our mission is *Building a Brighter Future* as we prepare students for success in life.

F. S. 1008.25 Public school student progression; remedial instruction; reporting requirements. It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

I. ENTRANCE REQUIREMENTS AND PLACEMENT

A. INITIAL ENTRY INTO KINDERGARTEN

Students must be five years of age on or before September 1 of the school year. Parents/guardians must have documentation of the following:

- a. Evidence of child's date of birth.
- b. Evidence that the parent(s)/guardian(s) are legal residents of the school's attendance area or have district-approved registration through School Choice procedures.
- c. Evidence of immunizations.
- d. Evidence of a medical examination completed within the last twelve months.

B. INITIAL ENTRY INTO FIRST GRADE

Prior to placement in first grade, students are required to:

- a. Be six years of age on or before September 1 of the school year, and
- b. Have successfully completed a public school kindergarten program, or who otherwise meets the criteria through ACCEL (See section XII)
- c. Have satisfactorily completed a non-public kindergarten program and provide evidence such as a report card or letter by the administrator of the school, certifying satisfactory completion of a kindergarten program.

C. TRANSFERS FROM OUT-OF-STATE SCHOOLS OR OUT-OF-COUNTRY SCHOOLS

Students who transfer from an out-of-state or out-of-country school must meet age requirements for admission to Florida public schools. The grade placement shall be age appropriate for English Language Learner (ELL)/ Limited English Proficient (LEP) students.

Students who transfer from an out-of state school/country who met the age requirements in that state/country may be admitted if parent/guardians provide documentation of:

- a. Status as legal residents of that state/country at the time of their child's enrollment.
- b. Child's date of birth.
- c. Immunization.
- d. A medical examination completed within the last twelve months.
- E. An official transcript or letter from school authorities which shows a record of attendance, academic information, and grade placement of the student.

D. TRANSFERS FROM K-5 HOME EDUCATION AND PRIVATE SCHOOLS

When a student who meets legal age requirements transfers from a home education or private school, the principal is responsible for appropriate grade level/program placement. Placement in the same grade as that recommended by the former school is not automatic. Student performance during the first quarter of enrollment will also be considered. A placement decision may be made in consultation with teachers, other appropriate staff members, and parents/guardians.

E. SCREENING ACTIVITIES FOR NEW ENROLLEES

Kindergarten students will participate in the Florida Kindergarten Readiness Screener (FLKRS) upon fall entry into kindergarten.

A four to six-week screening period will be allowed from time of enrollment in order to assist with placement adjustments.

Students may also participate in additional screening activities in order to assist with grade level placement. Screening may include, but is not limited to, the following measures and observations of:

- a. Academic performance/concept development
- b. Communication competence
- c. Social/emotional behavior
- d. Health and physical development
- e. Home language
- f. English language proficiency assessment
- g. Previous academic records

II. PROMOTION

Promotion to the next higher-grade level should be based upon the following factors:

A. ADEQUATE PROGRESS

Adequate progress in reading and mathematics as demonstrated by student performance on the Florida Standards as measured by the Florida Standards Assessment in grades 3-5 and district/classroom assessments in grades KG-2nd. Such assessments may include, but not be limited to: standardized assessments, state benchmark assessments, classroom performance assessments, fluency probes, reading comprehension level, etc.

B. ADEQUATE PROGRESS LEVELS

Grade Level	English/Language Arts	Mathematics
K	<i>iReady</i> 46-60	<i>iReady</i> 41-50
1st	<i>iReady</i> 46-60	<i>iReady</i> 41-50
2nd	<i>iReady</i> 39-52	<i>iReady</i> 32-41
3rd	≥ Level 2 FSA	≥ Level 2 FSA or <i>iReady</i> 28-37
4th	≥ Level 2 FSA or <i>iReady</i> 29-41	≥ Level 2 FSA or <i>iReady</i> 33-47
5th	≥ Level 2 FSA or <i>iReady</i> 29-41	≥ Level 2 FSA or <i>iReady</i> 33-47

C. PROMOTION FROM KINDERGARTEN TO GRADE 1

A student must receive a “satisfactory” grade in language, reading, mathematics, and writing and demonstrate progress in science and social studies. Consideration should also be given to social growth, work habits, and school Readiness Uniform Screening.

D. PROMOTION FROM GRADE 1 TO GRADE 2 AND GRADE 2 TO GRADE 3

A student must receive passing grades in the areas of reading, language and mathematics, and demonstrate progress in process writing, science and social studies.

E. PROMOTION FROM GRADE 3 TO GRADE 4

A student must receive passing grades in the areas of reading, language, mathematics, science, and process writing. Florida Statute 1008.25 (5) (b) requires that a grade 3 student must also score at or above Level 2 on the Florida Standards Assessment in Reading.

A 3rd grade student who is deficient in reading at the end of the school year, as demonstrated by not scoring a level 2 or higher on the statewide assessment test must be retained unless exempted for “good cause”.

F. PROMOTION FROM GRADE 4 TO GRADE 5 AND FROM GRADE 5 TO GRADE 6

In order to be promoted to the next grade, a student in grades 4 through 5 must receive passing grades in the areas of reading and/or language process writing (where applicable), mathematics and science.

G. RETENTION DECISIONS & THE ROLE OF JUDGMENT

While retention decisions will be made on a case by case basis with the principal having the final decision, the teacher's judgment and the student's work portfolio play a critical role in the evaluation of a student's satisfactory performance and in the identification of a student's area(s) of academic need. Pertinent factors, such as teacher observation, classroom assessment results, and classroom performance, must be considered by the teacher in order to identify the intervention(s) and/or intensive instructional strategies that will assist that student in meeting district and state performance levels.

H. SOCIAL PROMOTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

I. GRADES / ATTENDANCE

Students who receive a failing grade or have excessive absences may be considered for retention.

J. ENGLISH LANGUAGE LEARNERS (ELL)/ LIMITED ENGLISH PROFICIENT (LEP)

No promotion or retention decision may be made for any individual student classified as ELL/LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of an ELL/LEP committee. This committee meeting is held prior to Good Cause decision affecting ELL/LEP students.

III. ASSESSMENTS

A. STATEWIDE ASSESSMENT PROGRAM

All students will participate in the statewide assessment program as specified by F.S. 1008.22. Students performing below the defined proficiency levels in reading and mathematics will receive further assessments to determine the nature of the student's difficulty and areas of academic need. These students will receive remediation through a variety of delivery models and will have systematic review through the school's Progress Monitoring Plan.

B. SCREENING AND DIAGNOSTIC ASSESSMENT

Elementary students will participate, as appropriate, in the screening, diagnostic assessment, intervention, remediation, and enrichment processes as published in the district's K-12 Comprehensive Reading Plan.

C. REGULAR DISTRICT OR CLASSROOM ASSESSMENT

Students in grades K-5 will participate in regular district or classroom reading, mathematics, science, social studies, and writing assessments.

IV. INTERVENTION AND REMEDIATION

A. SUBSTANTIAL DEFICIENCY IN READING

Students that exhibit a substantial deficiency in reading as determined by standard assessments will be

provided intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency will be reassessed by locally-determined assessments or through standardized assessments at the beginning of the grade following the intensive reading instruction. Teachers will continue to implement intensive reading instruction until the reading deficiency is remediated.

B. REMEDIATION AND SUPPLEMENTAL INSTRUCTION

The classroom teachers shall allocate remedial and supplemental instruction (Tier 2 and/or Tier 3) as specified by current Florida Statute, with priority given to students who are deficient in reading by the end of grade 3. The district will provide the training and resources to ensure that teachers are implementing research based reading strategies that have been shown to be successful in improving reading among low-performing readers.

V. PARENT NOTIFICATION AND PROGRESS MONITORING

A. DANGER OF FAILURE NOTIFICATION

Any time during a grading period that a student is in danger of failing, the teacher must make a documented contact with the parent by speaking with them on the phone, meeting in a conference, or sending written notification. [FAC 6A-6.0908]

B. NOTIFICATION LANGUAGE

Notification will be in a language or mode of communication understandable by parents/guardians, unless clearly not feasible.

C. GRADE 3 RETENTION NOTIFICATION

The parent/guardian of any student in grades K-3 who exhibits a substantial deficiency in reading will be informed that if the student's reading deficiency is not remediated by the end of grade 3, the student must be retained unless exempt from mandatory retention for good cause. Parents and guardians will be provided strategies to use in helping their child succeed.

D. FREQUENT MONITORING OF STUDENT PROGRESS

Schools will provide frequent monitoring of student progress, and upon subsequent evaluation, if the deficiency has not been remediated, the student may be retained. Students will continue to receive remedial or supplemental (Tier 2 and/or Tier 3) instruction. [F.S. 1008.25(4)(c)]

E. ANNUAL PARENT NOTIFICATION REQUIREMENTS

Annually, the school district will provide a written report to parents/guardians in a language they understand, unless clearly not feasible [FAC 6A-6.0908(2)], the following information:

1. the progress of each student toward achieving state and district expectations for proficiency in reading and mathematics; and
2. the results on each statewide assessment test including: FCAT Science Grade 5; and
3. the evaluation of each student's progress based upon classroom work, observations, tests, district and state assessments, and other relevant information.

VI. INSTRUCTIONAL PROGRAM FOR RETENTION YEAR

A. INTENSIVE INSTRUCTION

Students who are retained will be provided an intensive program that is different from the previous year's program which can include, but not limited to adapting to a student's learning style, change in teacher, change in delivery models, or other assistance.

B. GRADE 3 RETENTION

If a student's reading deficiency is not remediated by the end of grade 3 as demonstrated by scoring a Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless determined to be exempt for good cause.

VII. INSTRUCTIONAL PROGRAM FOR STUDENTS WITH MULTIPLE RETENTIONS

Students who are retained two or more years will be provided an appropriate alternative placement that includes specialized diagnostic information and specific reading strategies in an altered instructional day as specified in the school's Progress Monitoring Plan.

VIII. GRADE THREE MANDATORY RETENTION EXEMPTIONS

A. GOOD CAUSE EXEMPTION DETERMINATION PROCESS

A team of professional staff shall review students who do not meet the mandatory reading requirement. Requests for good cause exemptions for grade 3 students from the mandatory retention shall be submitted to the school principal with appropriate documentation. The principal shall review and discuss the recommendation and make the determination as to whether the student should be promoted or retained. If the principal determines that the student meets the requirements for a good cause exemption and should be promoted, the principal shall make such recommendation in writing to the superintendent. The superintendent or designee shall accept or reject the principal's recommendation in writing.

B. GOOD CAUSE EXEMPTIONS

Good cause exemptions for grade three retentions shall be limited to the following: [F.S.1008.25(6)(b)(1-6)]

1. English Language Learner/Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program who meet all other district promotion requirements.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on the alternative assessment adopted by the State Board of Education:

The alternative assessment is provided as another opportunity to demonstrate mastery of third grade reading skills. School districts may choose when to administer the test. Students who score at the 45th percentile or higher on SAT 10 are eligible for promotion to grade 4, and may be promoted if all other district requirements for promotion have been met.

4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Language Arts Florida Standards tested benchmarks in reading equal to at least a Level 2 performance.
5. Students with disabilities who participate in the Florida Standards Assessment and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and were previously retained in kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon the school's Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies.

IX. OTHER RETENTION WAIVERS

A. SOCIAL PROMOTION

A team of professional staff must conduct a case review for students being considered for retention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

B. GOOD CAUSE RETENTION WAIVER

The principal, with input from the school intervention team (SIT), IEP committee, ELL/LEP committee and/or other professional staff, may waive the promotion requirements for students other than grade three students in reading by meeting any of these good cause conditions:

1. Previous retention – a student who has had a prior retention.
2. Alternative Programs – a student being considered for placement or currently placed in an approved special program such as ESE, dropout prevention, Section 504, or ESOL may be considered for an exemption. Good cause shall be based on documentation from an ELL/LEP, Section 504 meeting, ESE staffing or IEP review committee. The documentation must contain the recommendation and reasons for the student's exemption.
3. Attendance – a student with problems of a unique nature that causes extended absences.

X. MID-YEAR PROMOTION OF STUDENTS RETAINED IN GRADE THREE

A. MID-YEAR PROMOTION

Any student in Grade 3 who has been retained at least once in grades K-3 may be eligible for mid-year promotion.

B. MID-YEAR PROMOTION PRIOR TO NOVEMBER 1

On or before November 1, retained Grade 3 students may be recommended for promotion if they meet these criteria:

For successful completion of the district Grade 3 portfolio assessments to document the recommendation for promotion, there must be evidence of mastery of Grade 3 tested Florida Standards for English/Language Arts. The district's portfolio requirements incorporate these required elements as specified in [\[FAC 6A- 1.094222\]](#).

The student's performance must include mastery of the benchmarks assessed in Grade 3. Students must show 80% mastery (4 of 5 items correct) on each benchmark on each assessment.

C. MID-YEAR PROMOTION AFTER NOVEMBER 1

For mid-year promotion after November 1:

Retained Grade 3 students may be recommended for mid-year promotion based on student's mastery of third grade tested Florida Standards Benchmarks for English/Language Arts and beginning mastery of the Benchmarks for fourth grade consistent with the month of promotion to fourth grade.

These students may be recommended for promotion to Grade 4 at any time from November 1 until the last school day of the first semester.

D. MID-YEAR PROMOTION AUTHORITY

For all mid-year promotions:

The principal will recommend mid- year promotion for all eligible students. The Superintendent/Designee will review and sign all mid -year promotion recommendations.

E. PROGRESS MONITORING PLAN (PMP)

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented and monitored for the entire academic year.

XI. PROCEDURES FOR RETAINED STUDENTS NOT PROMOTED MID-YEAR

A. DIAGNOSTIC ASSESSMENT

Grade 3 students who are not promoted mid-year will continue to be monitored three times annually through the *iReady* assessment.

B. GRADE 3 RETENTION READING REQUIREMENT

Students who have been retained once in grade 3 will continue to participate in a 90-minute reading block and receive additional instructional time.

C. READING REMEDIATION FOR MULTIPLE RETENTION

Students who have been retained twice in grade 3 will be provided with 180 minutes of reading instruction.

XII. ACCELERATION

I. Academic Challenging Curriculum to Enhance Learning (ACCEL)

- A. ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.*** The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** School principals are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Parent permission is necessary for ACCEL options.

II. Acceleration Options:

Whole Grade Promotion – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Mid-Year Promotion – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** Core middle school courses (Language Arts, Math, Social Studies, or Science) taken in elementary school will be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades will become part of the middle school academic record, including failing grades, and may impact future promotion. Student schedules must reflect courses taken. **Middle school courses are accessible only through K12 Virtual School and Panhandle Area Educational Consortium (PAEC) Virtual School.**

Virtual Instruction Higher Grade-Level Subjects - A student that is placed with students at a more advanced grade level in a virtual class for one or more subjects for a part of a day without being assigned to a higher grade. Middle school courses are accessible only through K12 Virtual School and Panhandle Area Educational Consortium (PAEC) Virtual School.

Advanced Work Class – A student is placed with students for the entire day without being assigned to a higher grade to work on more advanced work. The program provides a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day. This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity. A student's current teacher initiates the request in writing to the principal and contacts parent.

The following procedure must be followed to consider a student for any of the ACCEL options:

1. If a parent requests consideration, it must be in writing using the *Request for Elementary Acceleration* form (**Appendix B**).
2. The parent must meet with the Principal to review the request and the student's eligibility for acceleration.
3. If the request is granted, the parent and student must agree to a *Elementary Performance Contract* (**Appendix C**) prior to acceleration being granted.

XIII. INSTRUCTIONAL PROGRAM

A. STANDARDS AND BENCHMARKS

The District School Board of Gadsden County Curriculum for elementary students is the benchmarks of the Florida State Board adopted Florida Standards in English/language arts, mathematics, science/health, social studies, physical education, and the arts.

B. INSTRUCTIONAL ALIGNMENT AND FOCUS

All teachers shall provide instruction that supports student mastery of the Florida Standards. Students in K-5 shall have regular study of mathematics, science/health, English/language arts, art, music, social studies and physical education. Technology skills will be taught in the above subjects.

C. ENGLISH LANGUAGE LEARNERS (ELL) INSTRUCTION

Each school will offer instruction for English Language Learners that complies with the 1990 LULAC/META Consent Decree and with the District School Board of Gadsden County ELL Plan.

XIV. STUDENT RIGHTS FOR INSTRUCTION

A. STUDENT RIGHT TO PARTICIPATE

All District School Board of Gadsden County classes shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students. [F.S. 1000.05]

B. ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL) / ENGLISH LANGUAGE LEARNERS (ELL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELL) as defined in [F.S. 1003.56].

C. PRIMARY LANGUAGE SERVICES

Services will be provided as outlined in the District School Board of Gadsden County ELL Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

D. USE OF PRIMARY LANGUAGE

No student will be denied appropriate use of his/her primary language [FS 1003.56]. No national language minority or English Language Learner/Limited English Proficient student shall be subjected to any disciplinary action based on his/her use of a language other than English. [FAC 6A-6.0908(3)]

E. DISCRIMINATION POLICY

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board policy.

F. FLORIDA VIRTUAL SCHOOL ACCESS

Students in grades K-5 that meet eligibility criteria outlined in [FS1002.455] may access K-5 courses through K12 Virtual School and PAEC Virtual School.

G. ACCESS TO MIDDLE SCHOOL COURSES

Students in grades 4 and 5 who score at level 5 on FSA reading or math and meet other criteria established in the ACCEL plan have the option to access 6th grade courses through K12 Virtual School and PAEC Virtual School.

H. GRIEVANCE PROCEDURES

In cases of alleged discrimination and/or harassment, nothing in this policy shall prohibit a student, applicant for admission to an educational program or service, or parent from pursuing a grievance through the complaint and/or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant for admission to an educational program or service, parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

I. K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL

K12 Virtual School and PAEC Virtual School is completely Internet-based and serves students in grades K-12. Students with access to the Internet can complete their course work from any location, at any hour, and for as long as they choose. Students are responsible for completing their course assignments and submitting them via email to the teacher for feedback and grading. Students earn credits through course work completion.

XV. GRADING OF STUDENT PERFORMANCE

A. TEACHER AUTHORITY

The teacher will be the authority in assigning each student a grade.

B. GRADE EQUIVALENT

Elementary (K-2)

For language arts, mathematics, science, and social studies, grades shall be calculated using a standards-based grading scale. Codes used shall be **EX** for Exemplary, **PR** for Proficient, **AP** for Approaching, and **ND** for Needs Development.

The following table shall be used to establish standards-based grades:

Exemplary (EX)	Proficient (PR)	Approaching (AP)	Needs Development (ND)
90% - 100%	70% - 89%	60% - 69%	Below 60%

Quarterly grades for the four (4) core academic courses shall be computed as follows:

- Assessments (60%)
- Daily Assignments (40%)

Elementary (3-5)

1. For language arts, mathematics, science, and social studies, grades will be calculated based on a yearly average of each quarter's numeric grade (i.e., $Q1 + Q2 + Q3 + Q4 / 4 = \text{Course Grade}$).
2. For grades 3-5, any course other than the four (4) core academic courses, grades of S, N, or U shall be awarded.
3. Quarterly grades for the four(4) core academic courses and grade 6 non-core courses shall be computed as follows:
 - Assessments (60%)
 - Daily Assignments (40%)

C. OTHER CONTENT AREAS

The academic grades reflecting achievement for art, music and physical education in Grades KG - 5th will use the following rubric:

S = Satisfactory

N = Needs Improvements

U=Unsatisfactory

D. CONDUCT

Student Conduct will be indicated by the following designations:

Excellent Shows outstanding participation. Strives beyond class assignments and homework and is highly motivated and well organized.

Satisfactory Usually participates. Completes class assignments and homework and is attentive.

Needs Improvement Rarely participates. Frequently does not complete assignments and is inattentive and poorly organized.

Unsatisfactory Does not participate. Never completes assignments and is disruptive in class.

E. EVALUATION OF ACHIEVEMENT

Evaluation of achievement will include progress toward mastery of Next Generation Sunshine State Standards and/or Florida Standards.

F. INSTRUCTIONAL LEVEL

The academic grade represents the progress made on a student's instructional level; it does not reflect achievement on grade level. The instructional level of the student will be indicated by the designation on, above, or below. These designations will be reflected in grades KG–5 quarterly. The designation will indicate the student is working on mastery of Next Generation Sunshine State Standards and/or Florida Standards predominately for that level.

G. KINDERGARTEN COMPETENCIES

Kindergarten grading will be a rubric marked to indicate a student's progress towards mastery of standards.

XVI. REPORT CARDS

A. TEACHER COMMENTS

Teacher comments on the report card can be generated for each subject area.

B. NARRATIVE EXPLANATION OF GRADING SYSTEM

The report card shall contain an explanation of the grading system.

C. QUARTERLY ISSUANCE

Report cards shall be issued quarterly. Additionally, mid-grading period progress reports will be issued for all students.

D. PARENT/TEACHER CONFERENCES

Parent-teacher conferences shall be scheduled as requested by parents and/or teachers.

E. GRADE REVIEW

Any parent or guardian, after consulting with the teacher, may request the principal to review any grade given a student at the end of a reporting period. However, such grade may not be changed or altered by the principal unless there was an apparent error in the grade calculation.

MIDDLE STUDENT PROGRESSION



I. MIDDLE GRADES SCHOOL PROMOTION REQUIREMENTS

A. SUCCESSFUL COMPLETION OF COURSES

Promotion from middle school grades 6, 7, and 8 requires that a student must successfully complete the following academic courses or higher:

Grade	English/Language Arts	Mathematics	Science	Social Studies
6	M/J Language Arts 1	Grade 6 Mathematics	M/J Comprehensive Science 1	M/J World Geography
7	M/J Language Arts 2	Grade 7 Mathematics	M/J Comprehensive Science 2	M/J Civics
8	M/J Language Arts 3	Grade 8 Pre-Algebra	M/J Comprehensive Science 3	M/J United States History & Career Planning

* Each school that includes middle grades will offer at least one high school mathematics course for which students may earn high school credit. To earn high school credit for Algebra I, a middle grades student must take the Algebra I statewide, standardized assessment--which must constitute 30% of the final course grade—and earn a passing grade in the course.

**To earn high school credit for geometry or Biology 1, the middle grades student must take the statewide, standardized geometry assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

***Each student's performance on the statewide, standardized End of Course (EOC) assessment in civics education constitutes 30% of the student's final course grade.

B. CIVICS INSTRUCTION

If a student transfers into a Florida public school after the beginning of the second term of eighth grade, he or she is not required to meet the civics education requirement for promotion if the student's transcript documents passage of 1) three (3) courses in social studies and 2) two (2) year-long courses in social studies that include coverage of civics education.

If this is not the case, the student must be immediately enrolled in civics, participate in the Civics EOC, and the results of the EOC must constitute 30% of the course grade.

The school principal or designee shall determine whether a student who transfers to the middle grades school, and who has successfully completed a civics course at the previous school, must take the Civics EOC. [FS 1008.22(3)]

C. CAREER AND EDUCATION PLANNING COURSE

The Career and Education Planning course is a required component of the Middle Grades Social Studies curriculum and will include online access to career planning options and tools. In grade 8, students will

develop a personalized academic and career plan signed by student, teacher, and parent/guardian. The plan will be reviewed and updated by the student and school counselor.

D. REQUIRED PARENT MEETING

Each school that includes middle grades must conduct an annual parent meeting in the evening or on a weekend to inform parents about the course curriculum and activities. [F.S.1003.4156(1)(e)(1-4)]

II. REQUIRED REMEDIATION IN READING AND MATHEMATICS

A. INTENSIVE/INTEGRATED READING

Reading Remediation - If a middle grades student scores Level 1 or Level 2 on FSA Reading, the student must enroll in and complete a remedial course or content area course in which remediation strategies are incorporated into course content delivery. All diagnostic, placement, progress monitoring, and reading program strategies will be conducted in accordance with the District School Board of Gadsden County K-12 Comprehensive Reading Plan as required by [F.S. 1001.62(8)].

B. INTENSIVE/INTEGRATED MATHEMATICS

Mathematics Remediation – If a middle grades student scores Level 1 or Level 2 on FSA Mathematics, the student must receive remediation. This remediation requirement will either be integrated into the student's required mathematics course at the next grade level, or the student will participate in an intensive remedial course.

III. GRADING SYSTEM

A. TEACHER AUTHORITY

The teacher shall be the authority in assigning each student a grade.

B. GRADING SCALE

Evaluation of achievement will indicate progress toward the mastery of the Florida Standards and Next Generation Sunshine State Standards. The grades reflecting achievement in academic courses in grades 6-8 with numerical equivalents shall be:

A	90-100%	4.0 GPA	Outstanding Progress
B	80-89%	3.0 GPA	Above average progress
C	70-79%	2.0 GPA	Average progress
D	60-69%	1.0 GPA	Lowest acceptable progress
F	45-59%	0.0 GPA	Failure
I	0%	0.0 GPA	Incomplete
N			No Grade

C. ASSIGNMENT OF FINAL GRADES

The student's final grade in a course will be determined by quarterly academic grades and other relevant performance criteria (e.g., exams, projects and other demonstrations of mastery of the Florida Standards or the Next Generation Sunshine State Standards). Teachers have the responsibility to determine final grades using quarter grades and other evaluations as appropriate. (The final grade does not always reflect a simple average of quarter grades).

Grade 6

1. For language arts, mathematics, science, and social studies, grades will be calculated based on a yearly average of each quarter's numeric grade (i.e., $Q1 + Q2 + Q3 + Q4 / 4 = \text{Course Grade}$).
2. Non-core courses shall use the following calculation method: $Q1 + Q2 + Q3 + Q4 / 4 = \text{Course Grade}$.
3. Quarterly grades for the four(4) core academic courses and grade 6 non-core courses shall be computed as follows:
 - Assessments (60%)
 - Daily Assignments (40%)

Grade 7 and 8

1. For all year-long courses, grades shall be calculated using the following formula: $[Q1 + Q2] (.35) + [Q3 + Q4] (.35) + \text{End of Year (EOY)} / \text{End of Course (EOC)} (.30) = \text{Course Grade}$.
2. Semester exams for year-long courses are required at the end of the first semester. The numerical score of the first semester exam shall be included in the overall calculation of the Q2 numerical grade.
3. For any course in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments), a semester exam for both semester 1 and semester 2 is required. The following formula for these courses shall be used: $[Q1 + Q2] (.50) + [Q3 + Q4] (.50) = \text{Course Grade}$.
4. Semester exams for courses in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments) shall be included in the overall calculation of the Q2 and Q4 numerical grade, respectively.
5. For all semester-long courses, grades shall be calculated using the following formula: $Q1 (.35) + Q2 (.35) + \text{EOY/EOC} (.30) = \text{Course Grade}$.
6. Quarterly grades shall be computed as follows:
 - Assessments (60%)
 - Daily Assignments (40%)

D. TEACHER COMMENTS

Teacher comments on the report card shall be indicated through a coding system, and the report card shall contain a narrative explanation of the grading system.

E. FREQUENCY OF REPORT CARD DISTRIBUTION

Report cards shall be issued four times during the school year. In addition, schools are required to issue mid-quarter progress reports to all students.

F. DANGER OF FAILURE

Any time during a grading period that a student is in danger of failing, the teacher must make a documented contact with the parent by speaking with them on the phone, meeting in a conference, or sending written notification [FAC 6A-6.0908].

G. PARENT/TEACHER CONFERENCES

Parent-teacher conferences shall be scheduled as requested by parents and/or teachers.

H. RETENTION DECISIONS & THE ROLE OF JUDGMENT

While retention decisions will be made on a case by case basis with the principal having the final decision, the teacher's judgment and the student's work portfolio play a critical role in the evaluation of a student's satisfactory performance and in the identification of a student's area(s) of academic need. Pertinent factors, such as teacher observation, classroom assessment results, and classroom performance, must be considered by the teacher in order to identify the intervention(s) and/or intensive instructional strategies that will assist that student in meeting district and state performance levels.

IV. EXPECTED PERFORMANCE LEVELS

A. CHART OF GRADE LEVEL PERFORMANCE LEVELS

Students in Florida and Gadsden County are expected to meet state and local performance standards as follows:

Grade	Reading	Mathematics	Science	Social Studies
6	≥ Level 2 Grade 6 FSA ELA or <i>iReady 23-35</i>	≥ Level 2 Grade 6 FSA Mathematics* or <i>iReady 20-35</i>	60% or higher End-of-Year Assessment	60% or higher End-of-Year Assessment
7	≥ Level 2 Grade 7 FSA ELA or <i>iReady 23-35</i>	≥ Level 2 Grade 7 FSA Mathematics* or <i>iReady 20-35</i>	60% or higher End-of-Year Assessment	≥ Level 2 Civics EOC
8	≥ Level 2 Grade 8 FSA ELA or <i>iReady 23-35</i>	≥ Level 2 Grade 8 FSA Mathematics* or <i>iReady 20-35</i>	≥ Level 2 Grade 8 FCAT 2.0 Science*	60% or higher End-of-Year Assessment

*or pass the appropriate high school end-of-course assessment

B. STUDENTS WITH DISABILITIES

Students with disabilities are required to meet the same standards as non-disabled students unless they are taking access point classes and participating in Alternative Assessment instead of FCAT 2.0 or the Florida Standards Assessment.

V. RETENTION

A. MORE THAN TWO FAILURES

Students who fail more than two of the 4 core academic courses (language arts, mathematics, social studies, science) will be retained.

B. TWO FAILURES (GRADES 6 OR 7)

Students in grade 6 or 7 who fail two of the 4 core academic courses have the option to enroll in a virtual instruction program (Fuel Education/K12, Florida Virtual School, or Edgenuity) to engage in credit recovery during the summer. Students in grade 6 or 7 may be conditionally promoted to the next grade upon successful completion of one failed course through virtual instruction during the summer. These students are expected to be enrolled in credit recovery for the second failed course during the next school year.

C. ONE FAILURE

Students who fail one core academic course may be conditionally promoted to the next grade. These students are expected to do credit recovery through virtual instruction during the summer.

D. PROMOTION TO GRADE 8 OR 9

7th grade students must successfully complete all 6th grade core academic courses or higher and if necessary comply with B and C above to be promoted to grade 8. 8th grade students must successfully complete all 6th, 7th, and 8th grade core academic courses or higher to be promoted to grade 9. Grade 8 students may not be promoted to grade 9 until they have successfully passed all 12 middle grades core courses or higher.

E. CONDITIONAL PROMOTION (GRADES 7 OR 8)

Conditionally promoted students in grade 7 or 8 who have not passed all courses of the previous grade must be passing all courses at the end of the 1st quarter to remain at that grade level. Students failing one or more courses will be returned to previous grade.

F. ENGLISH LANGUAGE LEARNERS (ELL)/LIMITED ENGLISH PROFICIENT (LEP) PROMOTION/RETENTION

No promotion or retention decision may be made for any individual student classified as English Language Learner (ELL)/ Limited English Proficient (LEP) solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a formal district assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of the school's ELL/LEP Committee [FAC 6A- 1.09432].

G. SUMMER SCHOOL IN OTHER DISTRICTS

Students who attend academic summer school in other states or districts may be conditionally promoted based on transcripts or other data indicating that they have successfully completed remediation. This promotion will be validated through student performance in the first quarter of grade 7 or 8 through district and classroom assessments.

H. OTHER REASONS FOR RETENTION

Students will not be retained for reasons other than course failures as stated in A-G.

VI. ACCELERATION POLICY

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.*** The school must carefully consider the effect of ACCEL options, especially mid-year and full- year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** School principals are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Parent permission is necessary for ACCEL options.

Acceleration Options:

Whole Grade Promotion – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Mid-Year Promotion – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** High school courses taken in middle grade schools will be used to satisfy middle school promotion criteria once the student is enrolled in high school. The grades will become part of the high school academic record, including failing grades, and may impact future promotion. Student schedules must reflect courses taken.

Virtual Instruction Higher Grade-Level Subjects - A student that is placed with students at a more advanced grade level in a virtual class for one or more subjects for a part of a day without being assigned to a higher grade. High school courses (see above) are accessible only through K12 Virtual School or PAEC Virtual School programs.

Credit Acceleration Program (CAP) - 1003.4295, F.S. The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified score on the EOC. For 2014-15, these courses include Algebra 1, Geometry, Biology, and United States History.

The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in F.S. 1008.22(3)(c)(5) on the corresponding EOC. Students interested in this option should confer with their counselor. 1003.4295 F.S.

The requirements and eligibility process is as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- For the April testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **February 1.**
- For the July testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **May 1.**
- For the September testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **July 1.**
- For the December/January testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **October 1.**

- As part of the Mastery Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes but is not limited to previous FCAT or FSA scores and grade in the most recent math or science course taken.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

Multi-Age Gifted – A district identified gifted or high achieving student may be placed with multi-age students (Grades 6-8) for the entire day to work on Advanced 6-8 coursework (which generally rotates on a three year cycle). The program provides a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day.

This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity.

Procedures - The following procedure must be followed to consider a student for any of the ACCEL options:

1. If a parent requests consideration, it must be in writing using the *Request for Middle Grades Acceleration* form (**Appendix F**).
2. The parent must meet with the Principal/Counselor to review the request and the student's eligibility for acceleration.
3. If the request is granted, the parent and student must agree to a *Middle Grades Performance Contract* (**Appendix G**) prior to acceleration being granted.

Criteria and Procedures

Criteria	Whole Grade Promotion	Mid-Year Promotion	*Subject Matter Acceleration	Virtual Instruction Higher Grade-Level Subjects	Gifted Multi-Age (3 year program)
School Based, Parental and Teacher-Initiated Requests	Request must be submitted in writing by May 1 of the current school year using the <i>Request for Acceleration</i> form (Appendix F)		Request must be submitted in writing prior to the end of the first nine weeks of the current school year using the <i>Request for Acceleration</i> form (Appendix F)		School-Based decision
Assessment Results and Grades	A recent FSA level 5 in reading <u>and</u> mathematics. Final grades in previous school year core course work (science, math, social studies, <u>and</u> English Language Arts) must reflect 90% or above. Current core course work (science, math, social studies, <u>and</u> English Language Arts) must reflect 90% or above.		A recent FSA Level 5 in reading <u>or</u> mathematics. Final grades in previous school year core course work being considered for acceleration must reflect 90% or above. Current core course work being considered for acceleration must reflect 90% or above. *See Appendix E for Fast-Track Advanced Math Placement Criteria		District identified gifted students Students with high academic achievement pending availability as determined by school staff School-based matrix (See school counselor)
Attendance	No more than 5 absences in a period of 30 days or no more than 10 absences in a period of 90 calendar days				
Teacher Recommendation	A written recommendation from the student’s current grade level teachers for promotion requested				
School Counselor Recommendation	A written recommendation from the student’s current school counselor for promotion requested				
Principal Approval	In accordance with state statute 1212.28(5) F.S. the principal of the school is the final authority in the placement of students in programs or classes.				
District Approval	If promotion involves a change in schools, the Superintendent/Designee and principals of both schools must be involved in the decision process.				

VII. PARENT NOTIFICATION

Annually, the school district shall provide a written report to parents/guardians of students' performance on each statewide assessment [FAC 6A-6.0908(2)].

VIII. PROGRESSION FOR ENGLISH LANGUAGE LEARNER/LIMITED ENGLISH PROFICIENT STUDENTS

A. ENGLISH LANGUAGE LEARNERS (ELL)/ LIMITED ENGLISH PROFICIENT (LEP) READING INSTRUCTION

As required by [F.S. 1003.56], the District School Board of Gadsden County will provide ELL/ LEP students with comprehensive instruction that is equal in amount, sequence, and scope as that provided to non- ELL/LEP students. The district will enroll ELL/LEP students who are reading below grade level in English and who score Level 1 or Level 2 on FSA ELA in courses appropriate to their level of English proficiency and reading ability.

B. ENGLISH LANGUAGE LEARNER (ELL)/ LIMITED ENGLISH PROFICIENT (LEP) STUDENT READING PERFORMANCE

Diagnostic, placement, progress monitoring and evaluation of ELL/ LEP student performance in reading will be conducted as specified in the district's K-12 Comprehensive Reading Plan.

IX. HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

A. COURSES AVAILABLE

High School Credit in Middle School

In accordance with Florida statutes 1003.4156 F.S., 1008.22 (3)(c)2.a. F.S., middle grades students may be enrolled appropriately in high school credit-earning courses. Courses will adhere to high school grading policy which may be found in the high school program section of the Student Progression Plan.

Middle grades students earning high school credit shall simultaneously be credited with meeting the requirements for the appropriate corresponding pre-grade 9 courses. High school courses taken below grade 9 are included in student's cumulative GPA and may be used to satisfy high school graduation requirements and Bright Futures award requirements.

B. GRADE FORGIVENESS

Based on [F.S. 1003.4282(6)], middle school students who attempt Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Biology 1, Biology 1 Honors, Anatomy and Physiology, Spanish I, Spanish II, or other approved courses through ACCEL for high school credit may repeat the same or a comparable course to replace a grade of "C", "D", or "F" through grade forgiveness. Any grade for a repeated course for credit will replace the former grade in GPA calculation; however, all course grades will still be documented on high school official academic transcripts, cumulative student records, and in an automated system. In addition, grades from all courses taken must be included in the GPA calculation unless the grade has been forgiven by retaking the same or comparable course. Under local district policy, if retaking a course improves an "F" to a "D", only the "D" will be calculated in the GPA. If a student earns the same letter grade twice for the same course, only ONE of the letter grades will be counted in the student's GPA calculation. In all cases of grade forgiveness, only new grades shall be used in GPA calculation.

C. AWARDING OF CREDIT

Students who drop a high school course are strongly encouraged to do so during the first grading quarter to avoid academic penalties. If students remain in a high school course(s) through the second grading quarter (first semester), the grade(s) and credit(s) earned will be added to the high school official academic transcript. Any student dropping a high school course will be returned to a comparable middle school level course. One semester of a high school math course will be considered partial fulfillment of the math course requirement for promotion from 8th to 9th grade. Please see **Appendix D** for complete description of Middle Grades EOC requirements. Students successfully completing middle school may begin earning their community service hours for high school transcripts beginning on the first day of 9th grade. Students who successfully complete an online course in grades 6-8 for high school credit may use that course to satisfy the online course for high school graduation requirement.

X. TRANSFERS FROM OTHER SCHOOLS

A. FOREIGN STUDENTS

Foreign-Born Students - The grade placement shall be age-appropriate for English Language Learner students who are unable to obtain records from previous schools. The principal may review and make changes in placement based on the academic performance of the student during the first grading period. The principal is responsible for the final placement decision.

B. MILITARY CHILDREN

See **Appendix A** for Military Children

C. HOME EDUCATION

Home Education [F.S. 1002.41]

1. A “home education program” is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of [F.S. 1002.41, 1003.41, 1003.01(4), 1003.21(1), and 1002.01].
2. Parents must register home education students with the District School Board of Gadsden County within 30 days of the establishment of the home education program.
3. Parents must provide written notice of termination to the District School Board of Gadsden County within 30 days of the termination of a home education program.
4. Parents must maintain a portfolio of records, educational activities and materials. Portfolios are to be preserved for 2 years after re-entry into Gadsden County and shall be made available for the district school superintendent, or the district school superintendent’s designee, upon 15 days’ written notice.
5. Parents shall provide for annual educational evaluations documenting that the student’s educational progress is at a level commensurate with his or her ability.
6. A home education program shall be excluded from meeting the requirements of a school day.
7. Home education students may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school. Home education students participating in an extra-curricular activity may attend the specific course required for participation in the activity.

D. VIRTUAL EDUCATION PROGRAMS

1. Students, including home education students, may take middle grades level courses offered through the virtual instruction programs (i.e., Fuel Education, Edgenuity, Florida Virtual School, and PAEC Virtual).
2. Virtual courses shall be available to students during or after the normal school day or during summer school enrollment. Students should be enrolled in a full schedule in the middle school which may include Fuel Education, Florida Virtual School, or Edgenuity course(s).
3. Students requesting to take a course offered by one of the aforementioned virtual providers must have parent approval. Students and their families must consult with the middle school counselor prior to applying to or enrolling in virtual courses.
4. Schools must accept all academic grades and credits attempted and/or earned through virtual coursework as approved by the school counselor. These grades will also be included in the calculation of the high school GPA for any high school courses taken at the middle school level. Grade forgiveness policies will apply to virtual school courses.
5. To avoid academic penalties, students must withdraw from courses based on deadlines set by the virtual education providers (Fuel Education, Florida Virtual School, or Edgenuity).
6. A full-time K12 Virtual School or PAEC Virtual School student who meets specified conduct and academic requirements is eligible to participate in extracurricular activities at the district public school to which the student would be assigned.

E. FUEL EDUCATION, FLORIDA VIRTUAL, & EDGENUITY

The aforementioned are **full-time** online district schools for students in grades K-12. A parent must request from the District School Board of Gadsden County Office of Virtual Learning a reassignment from the districted school and meet eligibility requirements in order for the student to be admitted. Enrollment is typically allowed during open enrollment periods prior to the beginning of the academic year and at midyear.

These programs are completely Internet-based and serve students in grades K-12. Students with access to the Internet can complete their course work from any place, at any hour, and for as long as they choose. Students are responsible for completing their course assignments and submitting them via email to the teacher for feedback and grading. The chart below will provide a description of the district's full time virtual program and the eligibility criteria for entering a virtual learning program.

PROGRAM NAME	K12 Virtual School and PAEC Virtual School Grades 6-8
PROGRAM DESCRIPTION	<ul style="list-style-type: none"> • Fuel Education, Edgenuity, and Florida Virtual School are Full Time district schools. • Fuel Education, Edgenuity, and Florida Virtual School deliver online instruction through contracted Virtual Instruction Providers. • Fuel Education, Edgenuity, and Florida Virtual School operate by all District guidelines, policies, and procedures. • Fuel Education, Edgenuity, and Florida Virtual School follow the District's Student Progression Plan. • Fuel Education, Edgenuity, and Florida Virtual School students are <u>required</u> to follow the District Attendance Policy. • Fuel Education, Edgenuity, and Florida Virtual School follow the District school calendar. • Parents must commit to spending at least 2-4 hours per day as a learning coach for their student(s). • Parents and students must attend an orientation session and/or personal interview with the Fuel Education, Edgenuity, and Florida Virtual School Supervisor or designee prior to enrollment. • Traditional middle school activities such as, but not limited to, a promotion ceremony, are not available for Fuel Education, Edgenuity, and Florida Virtual School students. • Students are provided all required text books and necessary resources from the contracted Virtual Instruction Providers; all materials are shipped directly to the students' home from the provider. • Virtual Instruction Providers post grades at the end of first (mid-year) and second (end of the year) semesters; students and instructional coaches (parent/guardian) can access academic grades/progress 7 days a week 24 hours a day through the student/parent/ guardian accounts that are set up with the selected Virtual Instruction Provider.
ELIGIBILITY CRITERIA	<ul style="list-style-type: none"> • According to section 1002.455, Florida Statutes, students who want to enroll in Fuel Education, Edgenuity, and Florida Virtual School must meet at least one of the following criteria specified: • Spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the Florida Education Finance Program (FEFP) surveys. • Is the dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.

	<ul style="list-style-type: none"> • Was enrolled during the prior school year in a school district virtual instruction program under Section 1002.45, a K-8 virtual school program under Section 1002.455, or a full-time Florida Virtual School Program under Section 1002.37 (8) (a) of Florida Statutes. • Has a sibling who is currently enrolled in the school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year.
PROMOTION POLICY	<p>Middle school grade promotions requires students in grades 6, 7, and 8 must successfully complete the following academic courses:</p> <ul style="list-style-type: none"> • 6th Grade- Language Arts, Math, Science, Social Studies • 7th Grade- Language Arts, Math*, Science, Social Studies/Civics** • 8th Grade- Language Arts, Math*, Science, Social Studies/Career Education and Planning <p>* To earn high school credit for Algebra 1, eligible students must pass the EOC assessment.</p> <p>Beginning with the 2012-2013 school year, to earn high school credit for Geometry, eligible students must pass the Geometry end of course assessment (EOC) assessment. ** Beginning in the 2014-15 school year, the Civics EOC will constitute 30% of the student's final course grade. The school principal or designee shall determine whether a student who transfers to the middle school, and who has successfully completed a civics course at the previous school, must take the Civics EOC.</p>
EXTRA- CURRICULAR ACTIVITIES	Fuel Education, Edgenuity, and Florida Virtual School students in grades 6-8 may participate in the District School Board of Gadsden County interscholastic extra- curricular student activities at their zoned school.
STATE /LOCAL ASSESSMENTS REQUIRED	6-8 students take <u>all</u> required state (FSA, FCAT, EOC, etc) and district assessments identified on the District Assessment Calendar.

XI. STUDENTS RIGHTS FOR INSTRUCTION

A. EQUAL ACCESS

All District School Board of Gadsden County classes shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students. [FS 1000.05]

B. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELLs) as defined in [FS 1003.56]. Services will be provided as outlined the District ELL/LEP Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

C. APPROPRIATE USE OF PRIMARY LANGUAGE

No student will be denied appropriate use of his/her primary language [F.S. 1003.56]. No national language minority or English Language Learner student shall be subjected to any disciplinary action based on his/her use of a language other than English [FAC 6A-6.0908(3)].

D. TEEN PARENT PROGRAM

Students who become married and students who are pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students but may voluntarily be assigned to a class or program suited to their special needs. Consistent with [F.S. 1003.54], pregnant or parenting teens may participate in a teenage parent program.

E. DISCRIMINATION

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board Policies and Procedures.

F. GRIEVANCE PROCEDURES

In cases of alleged discrimination and/or harassment, nothing in this policy shall prohibit a student, applicant for admission to an educational program or service, or parent from pursuing a grievance through the complaint and/or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant for admission to an educational program or service, parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

HIGH STUDENT PROGRESSION



I. GRADUATION REQUIREMENTS

To graduate from high school with a standard diploma, students must complete the following requirements:

1. Successfully complete all required courses for a standard diploma and earn twenty-four (24) credits.
2. Achieve a cumulative unweighted grade point average of 2.0 on a 4.0 scale.
 - Grade point averages in grades 9-12 shall be calculated on both a weighted (5 point) and unweighted (4 point) scale. A weighted system for courses in grades 9-12 shall be utilized so that students are not penalized in terms of final “average” or class standing if they undertake rigorous academic work.
 - All state requirements for reporting grade point averages will be computed and reported on an unweighted (4 point) scale. A weighted system for courses in grades 9-12 shall be utilized so that students are not penalized in terms of final “average” or class standing if they undertake rigorous academic work.
3. Pass the appropriate statewide, standardized assessments (FCAT 2.0, FSA) and End-of-Course Exams (EOC) required for graduation. Concordant score on the SAT/ACT or other approved tests can be used to meet this graduation requirement.
4. Any home school student wishing to receive a diploma from his/her district high school should get specific information about FCAT 2.0, FSA, EOC (End of Course) and statewide assessments testing from the School Choice office prior to the 10th grade.

II. GRADUATION PLANS AND TIMELINES

A. STUDENTS ENTERING GRADE NINE IN THE 2011-2012 SCHOOL YEAR

4 Credits English Language Arts (ELA)

4 Credits Mathematics

One of which must be Algebra I and one of which must be Geometry

Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and geometry)

3 Credits Science

One of which must be Biology I, two of which must have a laboratory component

An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)

An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

1 credit in World History

1 credit in U.S. History

.5 credit in U.S. Government

.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts

Eligible courses are specified in the Florida Course Code Directory at

<http://www.fldoe.org/articulation/CCD/default.asp>

1 Credit Physical Education

To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

B. STUDENTS ENTERING GRADE NINE IN THE 2012-2013 SCHOOL YEAR

4 Credits of English Language Arts (ELA)

4 Credits Mathematics

One of which must be Algebra I and one of which must be Geometry

Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)

3 Credits Science

One of which must be Biology I, two of which must have a laboratory component

An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)

An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

1 credit in World History

1 credit in U.S. History

.5 credit in U.S. Government

.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts

Eligible Courses are specified in the Florida Course Code Directory at

<http://www.fldoe.org/articulation/CCD/default.asp>

1 Credit Physical Education

To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

C. STUDENTS ENTERING GRADE NINE IN THE 2013-2014 SCHOOL YEAR

4 Credits English Language Arts (ELA)

ELA I, II, III, IV

ELA Honors, Advance Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and Dual Enrollment courses may satisfy this requirement.

4 Credits Mathematics

One of which must be Algebra I and one of which must be Geometry

Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)

3 Credits Science

One of which must be Biology I, two of which must be equally rigorous science courses.

Two of the three required credits must have a laboratory component.

An industry certification that leads to college credit for substitutes for up to one science credit (except for Biology I)

An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

1 credit in World History

1 credit in U.S. History

.5 credit in U.S. Government

.5 credit in Economics with Financial Literacy

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education*

To include the integration of health

*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD/default.asp>.

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

D. STUDENTS ENTERING GRADE NINE IN THE 2014-15 & 2015-16 SCHOOL YEAR

4 Credits English Language Arts (ELA)

ELA I, II, III, IV

ELA Honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and Dual Enrollment courses may satisfy this requirement.

4 Credits Mathematics

One of which must be Algebra I and one of which must be Geometry

Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)

3 Credits Science

One of which must be Biology I, two of which must be equally rigorous science courses

Two of the three required credits must have a laboratory component.

An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)

An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

1 credit in World History

1 credit in U.S. History

.5 credit in U.S. Government

.5 credit in Economics with Financial Literacy

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education *

To include the integration of health

*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <http://www.fldoe.org/articualtion/CCD/default.asp>.

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

E. ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) PROCEDURES AND GUIDELINES FOR 9-12 HIGH SCHOOL STUDENTS

Each high school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program (CAP).

Program specifics are available through the student's school counselor. Such placement shall be made after review and approval by the school principal (or designee) and school counselor. (F.S. 1002.3105)

- **Whole-Grade Promotion:** Acceleration by whole grade promotion is the skipping of a grade level when the student has successfully earned all of the credits required to be promoted to the specific grade level. Credits required for specific grade promotions are listed in the Student Progression Plan.
- **Mid-Year Promotion:** Students who successfully complete all credits required by the beginning of semester 2 may be promoted to the next grade level. The credits and assessments required for specific grade promotion are listed in the Student Progression Plan.
- **High-School Credit in Middle School:** In accordance with Florida statutes F.S. 1003.4156, 1008.22 (3)(c)(2)(a), eligible middle school students may be enrolled in high school credit-earning courses. Students must meet all specified eligibility criteria for the high school course requested. Courses will adhere to high school grading policy which may be found in the Student Progression Plan. High School credits earned in grades 6-8 will become part of the student's permanent high school academic history and will be counted toward specific grade promotion in high school.
- **Subject-Matter Acceleration (Credit Acceleration Program – F.S. 1003.4295):** The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified passing score on the EOC. These courses include Algebra 1, Geometry, Biology, and U.S. History and all other courses identified in state statutes.
 - The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score as defined in F.S.1008.22(3)(c)(5) on the corresponding EOC. Students and parents interested in this option should contact the school counselor.
 - The EOC will be administered only at the times established by the state assessment calendar.
 - The score necessary to earn credit will be determined by the state and applied in all situations.
 - Only credit (no grade) will be earned by meeting the passing score on the EOC.
 - For the April testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **February 1**.
 - For the July testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **May 1**.
 - For the September testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **July 1**.
 - For the December/January testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **October 1**.
 - As part of the Mastery Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes but is not limited to previous FCAT/FSA scores and grade in the most recent math or science course taken.

- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

II. COURSE CREDIT (F.S. 1003.436)

A credit (1) for high school graduation is defined as a minimum of 135 hours (or 120 hours in a flexible/block schedule) of bona fide instruction in a designated course which contains student performance standards. Credit will also be awarded to students who demonstrate mastery of course content and student performance standards through alternative instructional delivery models such as performance-based instruction, extended school year programs, and flexible/block scheduling.

A. COURSES EXCLUDED FROM CREDIT AWARDING (F.S. 1003.43(7))

No high school student may be granted credit toward high school graduation for enrollment in the following courses or programs: more than a total of nine (9) elective credits in remedial programs, more than three (3) credits in practical arts family and consumer science classes, more than (1) credit in exploratory career and technical courses, or any level 1 courses unless the student's assessment shows a more rigorous course would not be appropriate (this need must be included in the student's IEP or performance plan, such as an Academic Performance Plan, and signed by principal, school counselor, student, and parent).

B. COURSE SUBSTITUTIONS AND WAIVERS (F.S. 1003.4282) AND ANNUAL COURSE CODE DIRECTORY)

A course that has been used to substitute in one subject area may not be used to substitute for any other subject area. Course substitutions may not count toward state university system admissions requirements.

The District School Board of Gadsden County curriculum and approved courses and programs are to be the means for granting credits. Some course substitutions are provided through state statute as follows:

Required Courses	Approved Substitutions
1.0 HOPE (Health Opportunities through Physical Education)	Participation in two (2) seasons of an interscholastic sport at the Junior Varsity (JV) and Varsity levels <u>and</u> a passing score of "C" on a Personal Fitness Competency test. OR Completion of two (2) full years of JROTC
1.0 Performing/Fine/Practical Arts	Completion of two (2) full years of JROTC

Other Course(s) with Allowable Substitution	Approved Substitutions
1.0 Physical Science	Successful completion of the JROTC Naval Science Program (Naval Science 1, 2, 3)
0.5 Physical Education	Successful completion of the Army JROTC Leadership Educational Training courses 1 and 2
Foreign-born students entering high school with 1.0 – 4.0 credits in the study of English language	1.0 – 4.0 credits for student's study of a foreign language (in this case, the foreign language is English for that student)
Foreign-born students entering high school with 1.0 – 4.0 credits in the study of their own country's primary language	1.0 – 4.0 credits in English (e.g., an Italian student get credit for studying Italian in the same way that an American student gets credit for studying English)
0.5 Credit / 1.0 Credit Performing/Fine/Practical Arts	Successful completion of any art form class that requires manual dexterity, or a course in speech and debate (F.S. 1003.43)
Substitutions listed in Annual DOE Course Code Directory	Successful completion of Career and Technical Education courses used as substitutes in Mathematics and Science (does not apply to scholar diploma)

B. NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY

If you wish to participate in NCAA Division I or II athletics, you need to be certified by the NCAA Eligibility Center. You need to qualify academically and you need to be cleared as an amateur student-athlete. You are responsible for achieving and protecting your eligibility status.

C. COURSE TITLES ON TRANSCRIPTS

A course title on a student schedule and transcript means that the student is receiving regular, planned instruction, by a teacher following the course content as defined in the State of Florida Curriculum Course Descriptions (Frameworks) and the District School Board of Gadsden County curriculum. GPA weight is dependent upon the course, and all weighted courses must be approved by the School Board and in compliance with statutory requirements and articulation agreement(s) with post-secondary institutions.

D. DETERMINATION OF MASTERY OF STUDENT PERFORMANCE

Student performance standards will be measured on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments, and traditional and alternative forms of assessment.

A student will have demonstrated mastery of student performance standards for a district-approved course when through teacher observations, classroom assignments, and examinations, it has been determined that a student has attained a passing score for the course. This score and the procedures to be used to determine semester and yearly averages will be in accordance with the procedures as outlined in this Student Progression Plan and End of Course Examinations as mandated by the state.

Although course preparation is recommended, students are not required to take the course prior to taking an EOC examination.

In the determination of mastery of student performance standards for high school credit, it is the intent of the District School Board of Gadsden County to utilize student performance standards which are clear and precise statements of what the learner is expected to do by the end of a prescribed learning period; reflective of the essential knowledge, skills, concepts, or behaviors contained in the state-approved course descriptions; and clearly communicated to all learners at the beginning of a course or unit of instruction.

E. ENGLISH LANGUAGE LEARNERS (ELL) / LIMITED ENGLISH PROFICIENT (LEP) CREDIT

English Language Learners (ELL)/Limited English Proficient (LEP) shall be given credit toward fulfilling graduation requirements in English for each basic ELL course completed satisfactorily. Credit shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily which was delivered using ELL strategies. ELL/LEP students shall be given either elective credit or reading credit depending upon course content and teacher compliance for basic ESOL courses and Developmental Language Arts through ELL as outlined in the DOE Course Code Directory.

English Language Learners/Limited English Proficient (ELL/LEP students) may not receive a failing grade if instructional strategies, materials, and assessment have not been modified in order to meet their instructional needs. In addition, these modifications and strategies must be documented in teacher lesson plans. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are modifying instruction and assessment in order to provide comprehensive instruction to ELL/LEP students.

The grade placement shall be age appropriate for students identified as ELL/LEP students who were born in a foreign country and are registering for the first time in Gadsden County Schools.

Each school will offer instruction for ELL/LEP that complies with the 1990 LULAC/META Consent Decree and the District ELL/LEP Plan (approved by the District School Board of Gadsden County and the Florida Department of Education).

F. VARIETY OF INSTRUCTIONAL TECHNIQUES AND INSTRUCTIONAL MEDIA

A variety of instructional techniques and instructional media consistent with the needs of individuals or student groups shall be utilized. In particular, varied instructional strategies, special communications equipment, or modification of methods of evaluation may be used to accommodate those students in exceptional student education and/or alternative education programs, and ELL/LEP.

III. TRANSFER OF CREDITS

A. REQUIREMENTS FOR TRANSFER, FOREIGN-BORN AND/OR ELL/LEP STUDENTS

Students who enter a Florida public school in 11th and 12th grade from out-of-district or from a foreign country shall not be required to spend additional time in high school in order to meet Florida high school course requirements if the student has met all requirements of the school district, state or country from which he/she is transferring. However, to receive a standard high school diploma, a transfer student must earn an unweighted 2.0 grade point average and pass the grade 10 FSA/FCAT required in F.S. 1008.22(3), SAT/ACT and other alternate assessments described in F.S. 1008.22. Florida Statutes may change options for alternative assessments. End of course assessments required for the student's grade 9 cohort are required unless specific assessments have been taken in the state the student transfers from. The school counselor and registrar will determine the course and assessment requirements for the transferring student.

The grade placement of any student transferring from another state or private school will be determined by the principal (or designee) of the receiving school.

Students entering school from a foreign nation or from a public, private or home school, and who are not able to provide a valid transcript or original report cards, shall identify and describe all courses taken in previous years.

B. PROCEDURES FOR TRANSFER

The following procedures shall govern transfer of credit:

All evidence of work or credits earned at another public school, community college, or university offered for acceptance shall be based on an official transcript authenticated by the principal (or designee).

C. INSTITUTIONS WITH AUTOMATIC CREDIT APPROVAL FOR TRANSFER

Credits earned through institutions affiliated with the following accrediting agencies will be automatically approved:

1. Southern Association of Colleges and Schools
2. Middle States Association of Colleges and Schools
3. New England Association of Colleges and Schools
4. North Central Association of Colleges and Schools
5. Northwest Association of Accredited Schools
6. Western Association of Colleges and Schools
7. Council of Bilingual Schools
5. Episcopal Diocese of Florida
6. Florida Coalition of Christian Private Schools
7. Florida Conference of Seventh-day Adventist Schools
8. Florida League of Christian Schools
9. Lutheran Schools of Florida-Georgia District (FLGA-LCMS)
10. National Council on Private School Accreditation (NCPSA) member agencies
11. Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities
12. Association of Christian Schools International
13. Association of Christian Teachers and Schools, Assemblies of God
14. Association of Independent Schools of Florida
15. Association of Waldorf Schools of North America
16. Christian Schools International
17. Christian Schools of Florida
18. Florida Catholic Conference
19. Florida Association of Christian Colleges and Schools
20. International Christian Accrediting Association
21. Kentucky Nonpublic School Commission
22. Montessori School Accreditation Commission
23. National Independent Private School Association
24. Florida Council on Independent Schools (FCIS)
25. Florida Association of Christian Colleges and Schools (FACCS)

D. TRANSFER FROM NON-ACCREDITED AND FOREIGN SCHOOLS

Credits from non-accredited schools, as well as foreign schools, will be evaluated on the basis of comparability to local courses in terms of course length and content in some cases, communications with the previous school will be necessary and a translation of transcripts required.

Students transferring from another country shall receive English credit (Language Arts) for primary language study. English or a language other than student's native language as it appears on a foreign transcript will be reflected as foreign language credit.

Students transferring into a public school from a non-accredited school or a foreign school must be placed at the appropriate sequential course level. For example, an 11th grade transfer student may validate his English I and II credits taken at the sending school with a 2.0 GPA in English III at the receiving school. Students who do not meet a 2.0 GPA, or choose not to continue to the next sequential level in a particular subject area (i.e., foreign languages), must have their credits validated using an approved alternative validation procedure (described below).

E. TRANSFER FOR HOME SCHOOLS

A student entering a School Board of Gadsden County high school from a home education program must present documentation (i.e., the student's portfolio with dated samples of work) which indicates the courses in which the student received home instruction. High School credits may not be given solely on the basis of time spent in a home education program. The decision regarding credits will be made by the high school principal. Parents shall provide to the school a detailed course description for each course, indicating objectives, instructional materials, and methods of student performance evaluation. Courses will be evaluated on the basis of comparability to local courses in terms of course length and content. Parents shall provide evidence that each course eligible for one high school credit consisted of at least 135 (or 120 in a flexible/block schedule) hours of instruction. If the receiving school cannot validate course/credit attainment through a portfolio assessment, the student shall be placed in an age appropriate course(s).

F. VALIDATION OF CREDIT

Work or credits from home schools, private schools, other than those accredited by agencies in (c) above, as well as tutorial agencies, and correspondence school programs, shall be validated by performance assessments conducted during the first grading period. If requested, home education students shall be provided up to ninety days to prepare for the required assessment(s).

A transferring student shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. For students who do not meet this requirement, any of the following alternatives may be used by the District to validate credits:

- Portfolio evaluation by principal or designee.
- Written recommendation by a Florida-certified teacher selected by the parent and approved by the principal.
- Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools.
- Demonstrated proficiencies on nationally-normed subject area assessments.
- Written review of the criteria utilized for a given subject provided by the former school.
- Demonstrated by 70% proficiency level on the end of course exam.

Academic Services and the school will assist with the evaluation of Home School student credit. If letter or numerical grades were not awarded at the prior school, the student will be awarded a grade that is equivalent to his/her end-of-course summative performance in the next sequential course. The final decision regarding credit is the responsibility of the school principal.

G. TRANSFER FOR FOREIGN EXCHANGE STUDENTS

Foreign Exchange students who wish to enroll in a Gadsden County school must show proof of English Language proficiency in listening, speaking, reading, and writing prior to enrolling.

Students who wish to enroll in a Gadsden County school and who have been foreign exchange students (i.e., U.S. citizens who left the U.S.A. through a recognized program for one or more years) must present a valid transcript or original report card upon their registration in a Gadsden County school. All grades for these high school students will have the option to be converted to pass/fail. Special note: Acceptance of pass/fail would prohibit student eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement.

Foreign exchange students (non U.S. citizens) shall be given the option of accepting the grades earned in course work or accepting a pass/fail designation. [Special note: Acceptance of pass/fail would prohibit student

eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement.]

Foreign exchange students from other countries (in an approved exchange program listed in the most current Council on Standards for International Education Travel [CSIET] Advisory List) upon leaving a Gadsden County school shall receive a valid transcript of their work while in the district. Students in their fourth year of high school, and who provide a valid transcript of their three previous year's work, shall be eligible for a Gadsden County diploma if they meet all requirements for graduation.

In addition, the student must earn the required grade point average and pass the appropriate state test(s) required for graduation and have met the minimum state of Florida graduation credits.

H. TRANSFER OF CREDIT: EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

Transfer of Credit: Educational Opportunity for Military Children – See **Appendix A**

IV. DROP/ADD TIMELINES, PROCEDURES, AND GRADING FOR CONTINUING STUDENTS

A. TIMELINE FOR DROPPING DUAL ENROLLMENT COURSES

Post-secondary institutions have drop/add procedures and timelines. Students who are enrolled in a Gadsden County high school and taking dual enrollment off the campus of their district school sites must comply with the timelines delineated by the post-secondary institution.

B. TIMELINE FOR DROPPING VIRTUAL SCHOOL COURSES

Fuel Education, Florida Virtual School, and Edgenuity have institutional drop/add procedures and timelines; however, all School Board of Gadsden County students who participate in virtual school must be enrolled for full school days in a District School Board of Gadsden County school and must comply with the timelines delineated by the School Board. While students await acceptance to a virtual education program, they must remain enrolled full-time in District School Board of Gadsden County schools.

The “W/F” codes assigned by Fuel Education, Florida Virtual School, and Edgenuity will be treated as a grade of “F” on the student’s transcript.

C. GRADE ASSIGNMENT FOR DROPPED COURSES

In a drop/add situation, the receiving teacher assigns the grade. The teacher of the dropped course will not assign a grade.

- **Record of Changes:** Courses which are dropped within the add/drop window may not appear on report cards; however, the student information system will retain all drop/add changes. The grade for a dropped course will not be calculated in the GPA.
- **Exceptions:** Exceptions to these rules may be made only by written request to the Principal. In a drop/add situation beyond the two-week window (full-credit course) or the one-week window (half-credit course), the Principal (or designee) will determine which teacher assigns the grade. The Principal may determine that the grade will consist of an average between the teacher of the dropped course and the receiving teacher.

D. ESE CONSIDERATIONS

A student may transfer from a regular education course into a one-credit ESE fundamental course prior to the beginning of the second semester to earn credit toward a special diploma. The grade in a regular education course may not equate to the sample grade in an ESE fundamental course (special diploma) due to the differences in course expectations and performance standards.

Consequently, it is the responsibility of the ESE teacher to assign a grade based on demonstrated mastery of fundamental standards for work completed before and after the course change. Exceptions to the above mentioned timeline can be made based on the individual student needs as determined by the IEP team.

V. GRADE LEVEL CLASSIFICATION (F.S. 1008.25)

A. TRADITIONAL HIGH SCHOOL (K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL)

TRADITIONAL HIGH SCHOOLS & VIRTUAL EDUCATION PROGRAMS (24 CREDITS) END OF YEAR PROMOTION			
CLASS OF	TO BE PROMOTED TO	CREDITS EARNED	COURSES REQUIRED
2013 & thereafter	10th Grade	5	
	11th Grade	11	1.0 English and 1.0 Math
	12th Grade	17	2.0 English and 2.0 Math
2012	10th Grade	6	
	11th Grade	12	1.0 English and 1.0 Math
	12th Grade	18	2.0 English and 2.0 Math

B. TRADITIONAL HIGH SCHOOL: MID-YEAR PROMOTION (K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL)

TRADITIONAL HIGH SCHOOLS (24 CREDITS) K12 Virtual School, PAEC Virtual School MID YEAR PROMOTION			
CLASS OF	TO BE PROMOTED TO	CREDITS EARNED	COURSES REQUIRED
2013 & thereafter	10 th Grade	6	
	11 th Grade	12	1.0 English and 1.0 Math
	12 th Grade	18	2.0 English and 2.0 Math
2012	10 th Grade	7	
	11 th Grade	13	1.0 English and 1.0 Math
	12 th Grade	19	2.0 English and 2.0 Math

VI. READING REMEDIATION (F.S. 1003.428(2)(C))

Each year a student scores Level 1 OR Level 2 on 9th grade/10th grade state-level reading exam, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation skills not acquired by the student.

Students identified as having a deficiency in reading will undergo a series of diagnostic testing to determine the specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students will be placed according to the district K-12 Comprehensive Reading Plan. Schools shall also provide for the frequent progress monitoring of all Level 1 and 2 FCAT 2.0/FSA reading students' progress in meeting the desired levels of performance.

VII. REMEDIATION

Schools are expected to provide, with school district assistance, a variety of strategies to meet the individual needs of students. These strategies may include but are not limited to extended school year, dropout prevention services, tutorial programs, exceptional student education, modified curriculum, reading instruction, after-school instruction and other extended day services, tutoring, mentoring, class size reduction, and intensive skills development programs.

For each year in which a student scores a Level 1 on the state-level Mathematics exam, the student must complete an intensive mathematics course the following year, which may be taught through applied, integrated, or combined courses.

Each year a student scores Level 1 or Level 2 on the Algebra 1 EOC assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

The Individual Education Plan (IEP) will serve as the remediation plan for most ESE students. Remedial instruction provided during high school may not be counted in lieu of English and mathematics credits required for graduation.

Beginning with the 2011-2012 school year, SB 1908 requires that a college readiness assessment (PERT, ACT, or SAT) shall be administered to all high school students prior to grade 12 with defined FCAT/FSA 2.0 scores. The State Board of Education has established by rule the minimum test scores a student must achieve to demonstrate readiness. See **Appendix J**. Students achieving the minimum scores, and enrolling in a community college within two years, will not be required to enroll in remediation courses. High schools must provide students in grade 12 who score below the minimum scores access to remedial instruction prior to graduation.

VIII. PROMOTION, RETENTION, AND PROMOTION WITH INSTRUCTIONAL SUPPORT

A. PROMOTION NOTIFICATION OF PROGRESS

Student promotion in grades 9-12 is based on results of locally determined assessment, and where appropriate, statewide assessment (F.S. 1008.25). The time required to complete senior high school will depend upon successful completion of required state and district credits, testing requirements and grade point average.

B. PARENT NOTIFICATION OF POTENTIAL FAILURE

Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the district's identified minimum levels of performance in reading and mathematics and the student's results on each statewide assessment test to include those needed as graduation requirements. Evaluation of each student's progress will be based upon the student's classwork, observations, tests, district and state assessment and other relevant information.

Teachers must contact parent(s) by phone call, email or letter any time during a grading period when it is apparent that the student may fail. Formal notification must include progress reports as well as letters, documented phone calls, report cards and parent conferences. Every effort will be made to provide communication in the child's/parent's home language, if feasible. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained.

At the end of each semester, the parent or guardian of each student in grades 9, 10, 11, 12 who has an unweighted cumulative grade point average of less than 2.5 must be notified that the student is at risk of not meeting the requirements for graduation.

School personnel should attempt to identify those students at each grade level in grades 9 through 12 who have attained a cumulative grade point average at or below the minimum grade point average required for graduation pursuant to F.S. 1003.43(5)(e)2. School must further inform parents of provisions for assisting such students to achieve the required cumulative grade point average F.S. 1003.43(5)(e)2. Provisions may include but not be limited to:

- Referral to the School Intervention Team
- Remedial groups within existing classes
- Extended School Year programs for students who qualify
- Credit recovery programs for students who qualify
- Remedial programs during the day

C. RETENTION FOR ELL/LEP

No student may be retained based solely on his/her level of English language proficiency. A formal retention recommendation regarding an English Language Learner/Limited English Proficient may be made through the action of an ELL/LEP committee [F.S. 1008.25].

D. HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

Middle grade students are expected to meet the same course and grade requirements for such courses as their counterparts enrolled in the same courses in the district's high schools. These courses may be used to satisfy high school graduation requirements and/or Florida Bright Futures Scholarship Program. Grade replacement and/or forgiveness policies may be found in this document.

Based on [FS 1003.428], middle school students who attempt Algebra I, Algebra I Honors, Geometry, Geometry Honors, Spanish I, French I, Chinese I, or Speech I or other approved courses through ACCEL for high school credit may repeat the same or a comparable course to replace a grade of "C", "D", or "F" through grade forgiveness. Any grade for a repeated course for credit will replace the former grade in GPA calculation' however, all course grades will be documented on high school official academic transcripts, cumulative student records, and an automated system. In addition, grades from all courses taken must be included in the GPA calculation unless the grade has been forgiven by retaking the same or comparable course. Under local district policy, if retaking a course improves an "F" to a "D", only the "D" will be calculated in the GPA. If a student earns the same letter grade twice for the same course, only ONE of the letter grades will be counted in the student's GPA calculation. In all cases of grade forgiveness, only new grade shall be used in GPA calculation.

Students who drop a high school course are strongly encouraged to do so during the first grading quarter to avoid academic penalties. If students remain in a high school course(s) through the second grading quarter (first semester), the grade(s) and credit(s) earned will be added to the high school official academic transcript. Any student dropping a high school course will be returned to a comparable middle school level course. One semester of a high school math course will be considered partial fulfillment of the math course requirement for promotion from 8th to 9th grade.

IX. REQUIREMENTS FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

A. CAREER AND PROFESSIONAL ACADEMIES

Each high school offers options to students to enter a Career and Professional Education (CAPE) Academy. CAPE Academies are small, personalized career themed learning communities within a high school that offer a rigorous academic curriculum and career themed courses that lead to an industry certification. Industry certifications articulate to postsecondary level coursework and provide instruction to high skill, high wage and high demand careers. CAPE Academies have partnerships with post-secondary institutions, business and industry.

The district will make available at least one Career and Professional Academy to students in each high school. All students will receive information on the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post-secondary educational institutions (F.S. 1003.433).

B. REQUIREMENTS FOR ENGLISH LANGUAGE LEARNER INSTRUCTION

Each school will offer instruction for English Language Learners/Limited English Proficient (ELL/LEP) that complies with the 1900 LULAC/META Consent Decree and the District ELL/LEP Plan (approved by the District School Board of Gadsden County and the Florida DOE).

C. REQUIREMENTS FOR PARTICIPATION IN STATEWIDE ASSESSMENTS

Each student must participate in statewide assessment tests at designated grade levels as required by F.S. 1008.22, 1008.34 & 1001.11.

X. COMMUNITY SERVICE

A. REQUIREMENTS FOR CREDIT AND REPORTING

Students who enroll in and successfully complete 75 hours of non-paid voluntary community or school service work may earn one-half elective credit in Voluntary School/Community Service (course number 2104330) or one-half elective credit in Voluntary Public Service (course number 0500370). A total of one credit may be earned through community service. The grade awarded is “pass” (P).

Students must complete a minimum of 75 hours of service in order to earn the one-half credit for either course. Credit may not be earned for service provided as a result of court action. The school principal or designee is responsible for pre-approving specific volunteer activities before the student begins any community service project for high school elective credit. Community service begins on the first day of school.

For high school credit and Bright Futures eligibility, volunteer/community service hours must be completed prior to graduation. Note: Please see Bright Futures website for most updated information.

XI. STUDENT RIGHTS FOR INSTRUCTION

A. STATEMENT OF NON-DISCRIMINATION

All District School Board of Gadsden County classes, including those that are designed to provide accelerated graduation options or additional opportunities for weighted GPAs, shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students (F.S. 1000.05).

B. PROVISIONS FOR ENGLISH LANGUAGE LEARNERS (ELL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners/Limited English Proficient (ELL/LEP) as defined in F.S. 1003.56. Services will be provided as outlined in the District ELL/LEP Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

C. EQUITY AND NON-DISCRIMINATION/HARASSMENT POLICY

No student will be denied appropriate use of his/her primary language [F.S. 1003.56].

D. PARTICIPATION IN RIGOROUS COURSEWORK

Students who score at highly proficient levels on the Grade 10 PSAT may be afforded the opportunity to participate in rigorous honors, Advanced Placement or Dual Enrollment courses. No student will be denied access to such rigorous course on the basis of a single assessment or any other single criterion. The following guidelines were recommended for high school students to access rigorous courses:

- Demonstrate regular school attendance.
- Demonstrate academic performance by grades and standardized test scores (FCAT/FSA, ReadStep, PSAT, SAT, ACT, PERT, etc.).
- Parents/students can select rigorous courses when a student demonstrates master of curricular prerequisites as evidenced through academic history (grades/standardized test scores).
- Any student taking an AP, AICE, or IB course(s) will be required to take the end of the year AP, AICE or IB course tests and any other final exam pertaining to the course.

E. BOARD POLICY ON NON-DISCRIMINATION

Any student who believes that he/she has been denied participation in or access to an education program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board policy.

F. GRIEVANCE PROCEDURES

In cases of alleged discrimination and /or harassment, nothing in this policy shall prohibit a student, applicant (for admission to an educational program or service) or parent from pursuing a grievance through the complaint and /or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant (for admission to an educational program or service), parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

XII. GRADING AND GRADE POINT AVERAGE (GPA)

A. QUALITY POINTS FOR GRADES (F.S. 1003.437)

The following quality points will be assigned for grades in all courses except AP, DE, Pre-AICE, AICE, IB, Level 3 CTE courses, and those approved as “Honors” level by District School Board of Gadsden County:

A= 4.0

B= 3.0

C= 2.0

D= 1.0

F=0

B. QUALITY POINTS FOR HONORS, CTE, ADVANCED PLACEMENT, AND DUAL ENROLLMENT COURSES

Some District School Board of Gadsden County-approved level 3 Honors and CTE, identified Pre- international Baccalaureate and all Advance Placement, International Baccalaureate, Pre-AICE, AICE, and Dual Enrollment courses will receive quality points as follows:

A = 5.0

B = 4.0

C = 3.0

D = 2.0

F = 0

C. COMPUTATION OF GRADE POINT AVERAGE (GPA)

Grade Point Averages are computed as both weighted and unweighted for specific purposes related to athletic eligibility, graduation, class ranking, scholarship opportunities, etc. The school counselors will share calculations with students as defined in the district's Guidance Department Handbook.

D. GPA AND OTHER ELIGIBILITY REQUIREMENTS FOR INTERSCHOLASTIC ACTIVITIES (F.S. 1006.15(2))

Interscholastic extracurricular activities are those organized student activities between, among or within schools which are carried on outside the curriculum or regular course of study in school. These activities may involve displays of talent which include, but are not limited to, sports, speech debate, and fine arts interscholastic competitions or festivals and career and technical student organization activities.

In order to comply with the District School Board of Gadsden County and the Florida High School Athletic Association policies to be eligible to participate in interscholastic extracurricular student activities, a student must maintain an unweighted cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by F.S. 1006.43(1) at the conclusion of each semester in order to be eligible during the following semester.

A student shall be eligible for the first semester of the ninth-grade year provided it is the student's first entry into the ninth grade, and he or she was regularly promoted from the eighth grade the immediate preceding year.

A student who is ineligible during the second semester of his or her ninth grade year or during the first semester of his or her tenth grade year as a result of earning a GPA of less than 2.0 may regain eligibility for the following semester provided:

The student signs an academic performance contract that states, at a minimum, the student will attend summer school or its equivalent, AND

The student earns a GPA of 2.0 or above in all courses taken during the semester of ineligibility.

Once a student enters grade 11, he or she must have an unweighted cumulative GPA of 2.0 or greater on a 4.0 scale in all courses required for graduation at the conclusion of each semester in order to maintain eligibility for the following semester.

Additionally, a student must maintain satisfactory conduct. If a student is arrested and charged or is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult,

regardless of whether adjudication is withheld, the student's participation in the interscholastic extracurricular activities is contingent upon established and published school board policy.

E. GRADUATION GPA (F.S. 1007.27(6))

The achievement of a cumulative unweighted grade point average of 2.0 on a 4.0 scale in the courses needed for graduation is required. All courses must be included in unweighted GPA calculation unless the grade has been forgiven or replaced. Semester grades will be averaged for the unweighted GPA calculation [F.S. 1003.43(5)].

F. LEVEL 1 COURSES AND GRADUATION CREDIT

Any Level 1 course may only be taken if the student's assessment indicates that a more rigorous course of study would be inappropriate. In this case a written assessment of the need must be included in the student's individual education plan or in a student performance plan, signed by the principal, the school counselor, and the parent of the student, or the student if the student is 18 years of age or older. S. 1003.43(7)(d) F.S. with Superintendent/Designee's signature of approval.

XIII. GRADING AND STUDENT PERFORMANCE

A. TEACHER AUTHORITY AND RESPONSIBILITY FOR GRADES

Initial and primary authority and responsibility for assessment and reporting of students' classroom performance is assigned to the classroom teacher.

B. GRADING SCALE

The grades reflecting achievement in courses for grades 9 – Adult, with numerical equivalents, shall be:

A =	90 - 100	Outstanding Progress
B =	80 - 89	Above Average Progress
C =	70 - 79	Average Progress
D =	60 - 69	Lowest Acceptable Progress
F =	45 - 59	Failure
I =		Incomplete

C. QUARTERLY GRADES

Quarterly grades shall be computed as follows:

- Assessments (60%)
- Daily Assignments (40%)

D. DETERMINATION OF FINAL COURSE GRADES

- For all year-long courses, grades shall be calculated using the following formula: $[Q1 + Q2] (.35) + [Q3 + Q4] (.35) + EOY/EOC (.30) = \text{Course Grade}$.
- Semester exams for year-long courses are required at the end of the first semester. The numerical score of the first semester exam shall be included in the overall calculation of the Q2 numerical grade.
- For any course in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments), a semester exam for both semester 1 and semester 2 is required. The following formula for these courses shall be used: $[Q1 + Q2] (.50) + [Q3 + Q4] (.50) = \text{Course Grade}$.
- Semester exams for courses in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments) shall be included in the overall calculation of the Q2 and Q4 numerical grade, respectively.
- For all semester-long courses, grades shall be calculated using the following formula: $Q1 (.35) + Q2 (.35) + EOY/EOC (.30) = \text{Course Grade}$.

E. SEMESTER EXAMS FOR WEIGHTED COURSES

The purposes of giving the mid-term exams are to provide instruction and experience in preparing for and taking comprehensive, cumulative assessments; to prepare students for post-secondary college course work; and to serve as a validation of mastery of the course content.

The design of mid-term exams should provide an overview of the major course content and facilitate connections within and among key concepts and processes of the course work and is not limited to any one method.

All teachers are expected to give a mid-term exam.

F. FAILURE OF ONE SEMESTER OF A ONE-CREDIT COURSE

A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each results in a passing grade.

G. REPORTING OF GRADES AND ATTENDANCE

Report card grades are to provide the student and/or the student's parents/guardians with an objective evaluation of the student's scholastic achievement, conduct, attendance and tardies. Students are to receive grades for all courses. In addition, the final report card must contain a statement reporting promotion or non-promotion.

H. GRADE CHALLENGE

1. No grade or evaluation shall be changed except where an obvious mathematical or clerical error has been made, and the teacher cannot be contacted through normal communication efforts.
2. In the event a grade or evaluation is challenged, the following procedure shall be followed. The teacher's principal shall investigate the challenge, and:
 - a) The grade or evaluation stands, OR
 - b) The grade or evaluation goes to review.

The challenged grade or evaluation will be reviewed by a panel consisting of members with expertise in the area under challenge selected by the teacher (1), the Superintendent (1) or designee, and one selected jointly by the Superintendent and teacher. The review panel shall investigate the challenge and render a binding judgment.

I. INCOMPLETE GRADE

Students are to satisfy course requirements within ten (10) days of the last day of the previous grading period. The principal may extend the time requirement for extreme hardships. A grade of "Incomplete" will calculate as a zero unless changed to reflect course work completed.

J. GRADE REPLACEMENT/FORGIVENESS

In all cases of grade forgiveness only the new grade shall be used in the calculation of the student's grade point average.

Any grade for a completed course repeated for credit (regular school or adult education) will replace the former grade in GPA calculation' however, all course outcomes will still be documented in the cumulative record and automated system. Grade forgiveness for all required courses will be limited to replacing a final grade of "D" or "F" with a final grade of "C" or higher earned subsequently in the same or comparable course. An exception to this will be made for grade 9 students who are retaking Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Spanish 1, or Spanish 2, for the purpose of replacing a grade of "C", "D" or "F" earned in the high school course attempted at the middle grades level. Grade forgiveness for elective courses shall be limited to replacing a final grade of "D", or "F" with a final grade of "C" or higher earned subsequently by retaking the same or comparable course or another course. In addition, all courses taken must be included in the GPA calculation unless grade had been forgiven by retake [F.S. 1003.43(5)(e)]. Under local district policy, if upon retaking a course, improves an "F" with a "D", only the "D" will be calculated in the GPA. If, upon retaking a course, a student earns a second "D", only ONE "D" will be counted in the student's GPA.

K. END-OF-COURSE EXAMINATION RETAKES

Grade forgiveness still applies for courses where participation in the state EOC is required and the score must count for 30% of the final grade. If the student's final course average, with the EOC assessment included as 30%, results in course grade of "D" or "F", the options for the student include one of the following:

- Retaking a semester of the course
- Retaking the entire course
- Retaking only the EOC assessment for that course
- Retaking both the course and the EOC assessment to improve the student's final course grade

If retaking the course, including the EOC assessment as 30%, or retaking the EOC assessment results in a final course average of "C" or above, then this grade replaces the "D" or "F" if it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA (F.S. .1003.428(4)(d): "In all cases of grade forgiveness, only the new grade shall be used in the calculation of student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation."

Pass/fail grades will not be included in GPA calculation. If a student passes the EOC in the second year of its administration or thereafter, without taking the course and therefore earns the credit, the credit will meet the course graduation requirement but will not be included in the GPA calculation.

L. REQUIRED INFORMATION FOR REPORT CARDS

Each report card will provide information on grade level status, attendance and tardies. [F.S. 1003.33(1)]

M. RECOGNITION OF GRADUATES

Graduates are recognized for high achievement as follows:

Designation	GPA Requirement
Cum Laude	3.50 – 3.69 (unweighted)
Magna Cum Laude	3.70 – 3.89 (unweighted)
Summa Cum Laude	3.90 – 4.00 (unweighted)

N. REPORT CARD REQUIREMENTS AND DISTRIBUTIONS

1. Standard Report Card Requirement (F.S. 1003.33): All schools shall use a standard report card appropriate for high school, as the primary means of reporting student progress. When feasible, notification will be in the language or mode of communication understandable by parents/guardian.
2. Report Card Distribution Schedule is posted on district website.
3. Report cards are to be issued quarterly for all students in grades 9-12.

O. INSTRUCTION AND ATTENDANCE REQUIREMENTS FOR CREDIT EARNING

1. A student must receive a minimum of 135 hours (120 hours in a flexible block schedule) of instruction and complete all course requirements as specified in the Student Progression Plan and the approved course description before credit may be earned for the course. However, any student who has not been in attendance for 135 hours (or 120 hours in a flexible block schedule) may be awarded credit if the student has demonstrated mastery of the performance standards specified in the courses.
2. One-half credit courses will use one-half of the instructional hours as specified for a one-credit course.
3. Students enrolled in the Performance-Based Diploma Program, K12 Virtual School, PAEC Virtual School or Extended School Year programs are not required to complete the 135 hour minimum requirement.
4. All high school students enrolled in the Gadsden County schools are obligated to attend classes regularly and punctually and to satisfy all course requirements. Participation in classroom activities is an important part of the credit earned in any course.

P. EXCUSED ABSENCES

1. Schools shall require written explanations or personal communication from parents when students are absent. This should occur upon the student's return to school. All other absences from school shall be considered unexcused and shall be dealt with according to the Code of Student Conduct. Failure to provide requested documentation will result in unexcused absences. In the case of excessive absences, upon request of the principal a parent must provide documentation (doctor's statement) of a student's illness.
2. Students who have an excused absence(s) from instructional time will be provided the opportunity to demonstrate mastery of student performance standards using either the same or an equivalent method as provided during the missed instructional time.

Q. MAKE-UP WORK FOLLOWING AN EXCUSED ABSENCE

Students who have excused absences from instructional time are guaranteed the right to make up work at full credit and to demonstrate mastery of such student or course performance standards as may have been introduced and/or measured during their excused absence. Such demonstration of mastery of student performance standards shall take place within a reasonable period of time as specified by the Code of Student Conduct. If a student has an excused absence from one or more classes, the teacher may permit the student to complete make-up work in traditional ways (e.g. in class or outside of school). Excused absences are those delineated in the Code of Student Conduct for the District School Board of Gadsden County. Absence from instructional time will also be considered excused if that absence is part of an approved school program such as those services provided by exceptional student education or student services personnel.

R. TIMELINES FOR MAKE-UP WORK FOLLOWING AN EXCUSED ABSENCE

The student is responsible for asking the teacher for assignments and make-up tests. The teacher shall specify a reasonable period of time for completion of make-up work. In no case shall the time be less than one full calendar day for each day missed.

S. UNEXCUSED ABSENCES

- All absences, which have not been specifically identified as excused, are unexcused absences.
- A student who has 15 unexcused absences within 90 calendar days is a habitual truant under state law. The student may be dealt with as a child in need of services under Chapter 984, Florida Statutes. In addition, the parent/guardian may be subject to criminal prosecution under Chapter 1003.24, Florida Statutes.
- Students will be afforded an opportunity to make up work for an unexcused absence. There may be some academic penalty in accordance with attendance policies and procedures.
- When students are late to school or leave school early without an adequate excuse the tardy or early dismissal will be unexcused.

T. ATTENDANCE AND ACADEMIC PERFORMANCE EXPECTATIONS/EXEMPTIONS (F.S. 1003.33)

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

U. FULL-TIME STUDENTS

All students must attend a full day of instruction unless approved otherwise by the principal in consideration of extenuating circumstances.

V. ACCOMMODATIONS FOR ELIGIBLE STUDENTS

Instructional and assessment accommodations must be provided as indicated on an eligible students' 504 Plan, IEP (Individual Education Plan) or student LEP Plan.

W. STUDENT RE-ENROLLMENT

A student eighteen years of age or older who has interrupted his or her education and who subsequently desires to enter the District School Board of Gadsden County shall physically enroll either in the adult day school or an adult evening school. The student may not enroll in a regular high school. In extenuating circumstances, a principal may recommend an exception to this policy to the Superintendent/Designee.

Students may not be enrolled in a regular high school for more than 10 semesters, unless the principal approves the enrollment beyond 10 semesters. The principal will consider the reason the student wants to continue high school, the educational progress to date, and the commitment to education. Semesters begin when the student first enrolls in ninth grade in any public or private school.

Students may not enroll in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday, unless enrollment is approved by the principal.

For students with disabilities who have not graduated with a standard diploma, the district will provide services until the end of the school year in which the student turns 22 years old.

The Superintendent or designee is authorized to assign a student to any program or school as deemed to be in the best interest of the student or school district.

XIV. DIPLOMAS AND CERTIFICATE OF COMPLETION OPTIONS

A. STANDARD DIPLOMA

To earn a standard diploma, students must earn the state/district-prescribed credits, meet the state/district GPA requirement, and earn passing scores (as defined by the State of Florida) on the required graduation assessments that are approved by the State of Florida. Standard diplomas will be issued by each high school in the district.

B. CERTIFICATE OF COMPLETION

Option 1:

Students may earn a Certificate of Completion if they earn the state and district prescribed credits, BUT have not attained the required GPA, or have NOT earned passing scores (as defined by the State of Florida) on the FCAT/FSA reading and math or scores required on other assessments that are approved by the State of Florida. [F.S. 1008.22] if they meet all requirements for a standard high school diploma except earning a passing score on the Grade 10 FCAT/FSA.

Option 2:

Students may also earn a PERT Eligible Certificate of Completion [F.S. 1008.22] if they meet all requirements for a standard high school diploma except earning a passing score on the Grade 10 FCAT/FSA.

- take the (PERT)
- are admitted to remedial or credit courses at a state community college. This certificate of completion must bear the designation "College Placement Test Eligible."
- Students who earn a Certificate of Completion may return as a "13th" year student to meet the required GPA and/or earn passing scores (as defined by the State of Florida) on the FCAT/FSA reading and math or scores on other assessments that are approved by the State of Florida. [F.S. 1003.4285 (7b)]
- ELL/LEP students who by the end of grade 12 fail to pass the FCAT/FSA shall be provided appropriate coursework as 13th year students. [SBER 6A-6.0909(3)]

C. SPECIAL DIPLOMA/SPECIAL CERTIFICATE OF COMPLETION

Refer to ESE Section for requirements for a Special Diploma and requirements for a Special Certificate of Completion.

D. MERIT HIGH SCHOOL DIPLOMA DESIGNATION

In addition to meeting the standard high school diploma requirements based on grade 9 cohort year, in order to earn a merit diploma designation a student must attain of one or more industry certifications from the list established under F.S. 1003.4285.

E. SCHOLAR HIGH SCHOOL DIPLOMA DESIGNATIONS

For grade 9 cohorts 2011-12, 2012-13, 2013-14, students must meet the 24-credit standard high school diploma requirements and the following:

- Earn 1 credit in Algebra 2
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in Chemistry 1 or Physics 1
- Earn 1 credit in a course equally rigorous to Chemistry 1 or Physics 1
- Pass the U.S. History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE, or dual enrollment

For the 2014-15 & 2015-16 grade 9 cohorts, students must meet the 24-credit standard high school diploma requirements and the following:

- Pass the ELA Grade 11 statewide assessment
- Earn 1 credit in Algebra 2
- Must pass Algebra 2 EOC
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in Chemistry 1 or Physics 1
- Earn 1 credit in a course equally rigorous to Chemistry 1 or Physics 1
- Pass the U.S. History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE, or dual enrollment

F. SCHOLAR DIPLOMA DESIGNATION EXEMPTIONS

A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student

- Takes the respective AP, IB, or AICE assessment and
- Earns the minimum score to earn college credit.

G. GRADUATION PLAN

Seniors will be notified during the first quarter of each school year regarding his or her credit standing in order that he/she can plan for graduation activities. A written graduation credit check will be completed and discussed with each student so that he or she will be able to complete all required course work prior to graduation. For senior transfer students, the graduation credit check should be completed as soon as records are received and evaluated by the school counselor. Each year underclassmen will meet with a school counselor every spring to discuss credit standing and scheduling requirements.

H. CERTIFICATE OF COMPLETION AND COMMENCEMENT

Beginning with the grade 9 cohort of 2014-15, any student who earns a certificate of completion may not participate in commencement.

XV. SECONDARY CREDIT-EARNING OPTIONS

A. DROPOUT PREVENTION PROGRAMS

Graduation requirements for students enrolled in dropout prevention programs are identical to the requirements for other students in grades 9-12. The exceptions are described below (see Performance- Based Diploma and Performance-Based Exit Option).

Modifications in courses may take one or more of the following forms: the amount of in-class instruction required to earn a credit may be lengthened or shortened; alternative methods of assessing mastery of performance standards may be utilized in addition to meeting state required assessments.

****Students not eligible for military and NCAA****

B. PERFORMANCE-BASED DIPLOMA PROGRAM

Students who participate in and successfully complete the Performance-Based Diploma Program shall receive a regular high school diploma. Students must:

- a) Earn passing scores (as defined by the State of Florida) on the FCAT/FSA reading and math or scores on other assessments that are approved by the State of Florida AND
- b) Earn a 2.0 grade point average or better on a 4.0 scale for courses taken while enrolled in the program AND
- c) Complete the required credits for graduation

C. PERFORMANCE-BASED EXIT OPTION PROGRAM

In order for students to be eligible for participation in the Performance-Based Exit Option Program, they must:

- a) Be behind to graduate with their kindergarten cohort due to over-age for grade,
- b) Be behind in credits or have a GPA that is less than 2.0,
- c) Be approved by Principal, School Counselor, and Exit Option Coordinator,
- d) Demonstrate a reading level of at least 9th grade as evidenced by a TABE test,
- e) Earn passing scores (as defined by the State of Florida) on the FCAT/FSA reading and math or scores on other assessments that are approved by the State of Florida
- f) Have Parent/Guardian notification and consent.

Students participating in the Performance-Based Exit Option Program will be awarded a State of Florida High School Performance-Based Diploma issued by the district high school.

Students participating in the Performance-Based Exit Option Program who are over-age for grade and classified as a ninth grader may be promoted to the 10th grade for the purpose of taking the grade 10 FCAT/FSA or EOC exams.

D. HOME EDUCATION

A “home education program” is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of F.S. 1002.41, 1003.41, 1003.01(4), 1003.21(1), and 1002.01.

1. Parents must register home education students with the District School Board of Gadsden County within 30 days of the establishment of the home education program.
2. Parents must provide written notice of termination to the District School Board of Gadsden County within 30 days of the establishment of the home education program.
3. Parents must maintain a portfolio of records, education activities and materials. Portfolios are to be preserved for 2 years after re-entry into Gadsden County schools and shall be made available for the district school superintendent, or the district school superintendent’s designee, upon 15 days’ written notice.
4. Parents shall provide for annual educational evaluations documenting the student’s educational progress is at a level commensurate with his or her ability.
5. A home education program shall be excluded from meeting the requirements of a school day.
6. Home education students may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school. If eligible, Home education students participating in an extra-curricular activity may attend the specific course required for participation in the activity.
7. Home education students at the high school level may enroll as a part-time student at their zoned school. Enrollment is contingent on space availability. Student schedule and time on campus is subject to the principal’s approval.
8. In order to receive a diploma from a district high school there are strict guidelines and timelines that must be followed in order to meet graduation requirements. Students officially registered as home school students who wish to graduate from their district zoned high school must do the following:
 - a) Alert the Home School Office of that intent prior to entering 10th grade so that appropriate guidance can be given related to mandatory testing and credit requirements.
 - b) Designate the 10th grade reading FCAT/FSA and other state assessments as one measure of annual evaluation in the home education evaluation plan.
 - c) Take 10th grade reading FCAT/FSA and successfully meet all current testing requirements in all areas specified by the state.
 - d) Must enroll full time in the district zoned high school for the entire final or “senior” year.
 - e) Must successfully complete all school graduation requirements (testing, credits, GPA).

E. HOME EDUCATION STUDENTS AND HIGH SCHOOL GRADUATION

Only Home Education students who have met all the above requirements will be permitted to participate in graduation celebrations and activities and be eligible to receive a district high school diploma. Students who are unable to meet the FCAT/FSA and state assessments requirements in the 10th grade should enroll full time in their district zoned high school no later than the second semester of the 11th grade in order to meet all graduation requirements.

F. VIRTUAL EDUCATION PROGRAMS

Fuel Education, Florida Virtual School, and Edgenuity are full time online district schools for students in grades K-12. Enrollment is allowed during specified open enrollment periods: Prior to the beginning of the academic year and at midyear.

1. Students enrolled in virtual school must meet all standards and graduation requirements of the state and district.
2. Students enrolled in virtual education are entitled to participate in extracurricular activities at their districted school.
3. Virtual education students must take state required assessments (FCAT 2.0, FSA, etc.) since they are enrolled in a public school.
4. At the completion of all graduation requirements, a student will be awarded a diploma from Gadsden County School District.
5. Parents of student in grades K-8 must commit to spending at least 4-6 hours per day as a learning coach for their child.
6. Parents must attend an orientation session and/or personal interview with a representative from Fuel Education, Florida Virtual School, and/or Edgenuity prior to enrollment.
7. Good attendance and satisfactory completion of coursework is required for continuation in the school.
8. Parents of ESE students must request an IEP meeting at their districted school prior to enrollment in virtual education.
9. Students may remain enrolled in virtual school for any or all of their education in the district as long as they meet appropriate attendance and course requirements.

G. VIRTUAL SCHOOLS

1. Students, including Home School students, may earn credits offered through Fuel Education, Florida Virtual School, and Edgenuity each year.
2. Students who are enrolled in virtual education full-time and meet specified conduct and academic requirements are eligible to participate in extracurricular activities at the district public school to which the student would be assigned. Fuel Education, Florida Virtual School, and Edgenuity part time program's courses shall be available to students before, during or after the normal school day or during summer school enrollment. Students participating in the part time program must be enrolled in a full schedule in the district high school.
3. Students requesting to take a course through the Virtual School's part time program must have parent and school counselor approval. Students and their families are strongly urged to consult with the school counselor and classroom teachers prior to applying to or enrolling in virtual school.
4. Schools must accept all academic grades and credits attempted and/or earned at through Fuel Education, Florida Virtual School, and Edgenuity full time and through Fuel Education, Florida Virtual School and Edgenuity's part time program.

5. ***“W/F” codes will be treated as a grade of “F” on a student’s transcript.***
6. Part-time virtual school enrollment does not grant a high school diploma.

XVI. ADDITIONAL SECONDARY AND POSTSECONDARY CREDIT-EARNING OPTIONS

A. ADVANCED PLACEMENT (F.S. 1007.27)

Advanced Placement (AP) is the enrollment of an eligible secondary student in an Advanced Placement course as described by the College Board. State of Florida community colleges or universities may award credit for an AP course to students who score a minimum of 3 on a 5 point scale on the corresponding AP exam.

Colleges and universities accept an award AP credit based on the policies of the post-secondary school; graduates are responsible for confirming policies with their selected post-secondary school(s).

Students enrolled in AP courses shall be exempt from the payment of any fees (F.S. 1007.27). Students enrolled in AP courses are required to take the AP exam. If a student chooses to take an AP exam without taking the course, he or she is responsible for the fee.

B. DUAL ENROLLMENT

Dual Enrollment is defined as the enrollment of an eligible secondary student in a post-secondary course creditable toward a vocational certificate or an associate or baccalaureate degree.

- a) Students may earn high school and college credit simultaneously by enrolling in approved Dual Enrollment courses as specified in the articulation agreements between the District School Board of Gadsden County and other accredited post-secondary institutions, including Tallahassee Community College and Florida Agricultural and Mechanical University. Students are expected to adhere to all deadlines and Dual Enrollment requirements published by participating colleges and universities.
- b) Dual Enrollment credits may affect a student’s application status and the number of credit hours available in the lower division program of some colleges and universities.
- c) Students may take Dual Enrollment courses during school hours, after school hours, and during the summer term.
- d) Students seeking to take technical dual enrollment courses must demonstrate readiness for technical level coursework and have a 2.0 unweighted cumulative GPA for technical credit certificate Dual Enrollment courses.
- e) For academic Dual Enrollment courses, students must have a cumulative 3.0 unweighted GPA and obtain the required PERT/ACT/SAT where applicable.
- f) The maximum course load for dual enrollment students will be governed by the current articulation agreement with the post-secondary institutions that is awarding the course credit.

C. THE CREDIT ACCELERATION PROGRAM (CAP)

CAP is available for the purpose of allowing a student to earn high school credit in a course that requires statewide standardized end-of-course (EOC) assessment if the student attains a specific passing score on the assessment without enrollment or completion of the course. F.S. 1003.4295.

D. EARLY ADMISSION TO COLLEGES AND UNIVERSITIES

Early Admission is a form of dual enrollment through which eligible secondary students enroll full-time in a post-secondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students on Early Admission are registered with the college schedule at the high school.

Early Admission to colleges and universities allows the student to enroll full time in a college or university following the completion of grade 11 provided the student has a weighted grade point average of 3.0 or above, is socially mature, has the joint approval of the high school principal and the college registrar, has the approval of his/her parents, and has the approval of the Superintendent and the District School Board of Gadsden County.

- a) Early Admissions students are advised to not enroll for more than 15 credit hours per semester.
- b) Early Admission students are eligible to receive the appropriate honors designation.
- c) Full-time status is determined by the college or university. Dual Enrollment and Early Admission students must meet all state and district course and graduation requirements in order to be awarded a high school diploma from the District School Board of Gadsden County.

E. NATIONALLY RECOGNIZED INDUSTRY CERTIFICATION

The State Board of Education has approved the listed Statewide Career and Technical Education Articulation Agreements which are based on industry certification. These agreements are intended to be a minimum guarantee of articulated credit into related A.S. and A.A.S. programs and do not preclude institutions from granting additional credit based on local agreements.

F. CAREER AND TECHNICAL EDUCATION PROGRAM ARTICULATION

Our local Articulation Agreements with surrounding colleges and technical centers ensures that students completing identified secondary Career and Technical Education programs and continue into post-secondary A.S. and A.A.S. degree programs at no cost to students, will receive articulated college credit for prior coursework, providing all articulation criteria are met. These requirements may include industry certification, college end-of-course assessments, portfolio review, and other artifacts that indicate student prior knowledge and are outlined in detail in the Articulation Agreement.

K-12 EXCEPTIONAL STUDENTS PROGRESSION



I. ESE STUDENT RIGHTS AND PARENT NOTIFICATION

A. REGULAR OR SPECIAL DIPLOMA STANDARDS

Status with regard to mastery of regular or special diploma standards should be discussed with parents at each IEP review/revision conference. Additionally, graduation options should be discussed with parents at these conferences to include an explanation of the following:

1. The type of Florida Standards/Next Generation Sunshine State Standards the student is attempting to master (i.e. general education SSS, SSS for special diploma with access points for independent, supported or participatory levels) and the relationship to diploma options (i.e. standard or special diploma).
2. The ramifications of not mastering regular Florida Standards/Next Generation State Standards.

B. ESE STUDENTS AND THE STANDARD DIPLOMA

Nothing contained in this document shall limit or restrict an exceptional student solely to a special diploma or special certificate of completion. Any exceptional student shall be afforded the opportunity to pursue a standard diploma (F.S. 1003.438). The parents of each exceptional student shall be notified of the graduation options available at the IEP meeting prior to grade 9, or upon the 14th birthday, whichever occurs first.

1. When a student is eligible to graduate with a standard diploma or at the end of the school year during which a student turns 22 years old, a notice of *Prior Written Notice of Change of Placement* and a *Summary of Performance* form must be issued to the student and parent prior to graduation.
2. When a student meets the requirements of a special diploma or certificate of completion prior to the age of 22 and indicates that he/she will no longer receive special services, *Prior Written Notice of Change of Placement* form must be issued to the student and parent prior to graduation.
3. ESE students who have met all graduation requirements except passing the FCAT/FSA should be notified following the Waiver of the Results of the General Assessment Graduation Requirements meeting that they may:
 - a. Qualify for a regular diploma with a waiver.
 - b. Qualify for a special diploma.
4. For grade 9 students in cohort years 2011-12, 2012-13, 2013-14, if a student meets eligibility for a standard or special diploma, then he/she may participate in graduation ceremonies. In the event a student pursuing a standard diploma opts to receive a special diploma and then return for one or more years to continue to pursue a standard diploma as allowed under the IDEA, the IEP need not be revised to reflect this change.

C. FREE APPROPRIATE PUBLIC EDUCATION THROUGH AGE 22 (FAPE 22) [IDEA. 2004-300.102]

Exceptional students who have not earned a standard diploma remain eligible for educational services through the end of the school year in which they become twenty-two years old. [Students must be 21 years the first day of the current school year in order to receive services for that year]. This includes students pursuing a regular diploma, special diploma, certificate of completion or a special certificate of completion. The education and transition needs of these students will be identified in the IEP.

These students are to be enrolled in grade 12 for FEFP purposes, and may attend full-time or part-time.

D. GRADE CLASSIFICATION FOR ESE STUDENTS

High School ESE students will be assigned to grades 9, 10, 11 and 12 according to the requirements prescribed for basic education students as specified in the Student Progression Plan.

E. ONE-CREDIT SCHEDULING OPTION

A multi-credit or single credit year-long ESE course may be scheduled as a ½ credit semester course based on student need.

F. DROP/ADD PROCEDURES FOR ESE STUDENTS

Exceptions to the district drop/add procedures timeline can be made based on the individual student needs as determined by the Individual Education Plan (IEP) team when a student is transferring from a standard diploma course to an ESE course or from an ESE course to another ESE course. The grade in a regular education course may not equate to the same grade in an ESE special standards course due to the differences in the regular and special standards course expectations and performance standards. Consequently, it is the responsibility of the ESE teacher to assign a grade based on demonstrated mastery of special course performance standards for work completed before and after the course change.

II. DIPLOMA AND CERTIFICATE OPTIONS FOR ESE STUDENTS

A. STANDARD DIPLOMA

1. Students in exceptional student education programs must meet all district course and credit requirements in order to receive a standard diploma. Regular education and career-technical courses may be used to meet these requirements. ESE courses may be used as electives. Accommodations may be provided for exceptional students as specified in the IEP.
2. Curriculum frameworks and student performance standards for regular high school courses may not be modified for students with disabilities if the courses are to be used to meet the graduation requirements for a standard diploma [6A-6.0312(1)].
3. Career and technical education courses may be modified for students with disabilities [6A-6.0312(2)], and may be used to meet the requirements of a standard diploma.
4. ESE students must meet the General Assessment Graduation Requirements (unless student meets criteria for waiver) and GPA requirements as specified for a standard diploma. Instruction, as specified in the IEP, is provided to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation [F.S. 1003.43(11)(a)].
5. Assessment Waivers for Students with Disabilities (F.S. 1007.02)
 - a. The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, addresses access to postsecondary education and meaningful careers for students with disabilities (F.S. 1007.02).
 - b. For the purposes of this act, the term “student with disability” means any student who is documented as having; a hearing impairment, including deafness; a speech or language impairment; a visual impairment including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including, but not limited to dyslexia, dyscalculia, or developmental aphasia [F.S. 1007.02(2)].
 - c. The ENNOBLES Act also provides for the waiver of the General Assessment Graduation Requirements for graduation with a standard diploma for certain students with disabilities as

defined in F.S. 1007.02(2) who have met all other requirements for graduation with a standard diploma, except a passing score [F.S. 1003.43(11)(b)].

- d. Exceptional students eligible for consideration of the waiver are those:
 - i. identified as a student with a disability as defined in section F.S 1007.02(2).
 - ii. who are currently seniors or students with disabilities who remain enrolled seeking a standard diploma who have a Transition IEP and for whom the FCAT/FSA is the graduation test.
 - iii. who have met the district's graduation requirement for academic credits and a 2.0 unweighted cumulative grade point average (GPA) or higher for graduation with a standard diploma.
 - iv. who have demonstrated the knowledge, skills and abilities required by the Grade 10 State Standards.
 - v. who have taken both sections of the Grade 10 General Assessment Graduation Requirements with appropriate allowable accommodations at least twice, once in Grade 10 and once in Grade 11.
 - vi. who have participated in intensive remediation each year following, earning scores below level 3.
 - vii. for whom the IEP team determines that the General Assessment Graduation Requirements cannot accurately measure the student's abilities, even if all appropriate, allowable accommodations are used.
- 6. If there is sufficient evidence that the student has mastered the applicable State Standards and the IEP team determines that the assessment is not an accurate measure of the student's ability, the General Assessment Graduation Requirements may not be waived, and the student may graduate with a standard diploma.
- 7. An assessment waiver may not be used by students in either of the three-year, 18 credit graduation option plans.
- 8. Credit earned by students in exceptional student education may be converted to reflect regular education credit upon certification by the exceptional student education teacher that the student has completed the same performance standards as required by the basic education course. If converted, this credit shall count toward the earning of a standard diploma. Course accommodations shall be indicated on the student's IEP.
- 9. Students may select and move between the special diploma options and/or standard diploma as appropriate. The Individual Educational Plan (IEP) committee shall document whether the student is pursuing a course of study leading toward a standard or special diploma. The chosen diploma option shall be recorded on the IEP prior to entering a high school program. The Parent/Student Notification of Diploma Options form must be completed and the decision shall be reviewed annually.

B. SPECIAL DIPLOMA

There are two options provided for earning a special diploma. By Statute, eligible exceptionalities for special diplomas EXCLUDE gifted, speech, and visually impaired.

III. SPECIAL DIPLOMA OPTION 1

For students entering grade 9 prior to the 2014-15 school year, Option 1 is based upon mastering state standards, earning the required credits, and earning a minimum 2.0 GPA.

Students will be required to demonstrate mastery of the state adopted performance standards by obtaining a passing grade in approved courses to earn a Special Diploma 1. Students must participate in the State Assessment program (General Assessment Graduation Requirements or Alternate). Reading remediation in grades 11 and 12 will be determined on an individual basis with a focus on functional career readiness.

Students are required to maintain a minimum 2.0 grade point average. The grade point average (GPA) shall be based on courses fulfilling the Special Diploma Option 2.

The following chart details the requirements for Special Diploma Option 1:

COURSES	STUDENTS ENTERING GRADE 9 IN 2007- 2008 AND 2008-2009	STUDENTS ENTERING GRADE 9 IN 2009- 2010	STUDENTS ENTERING GRADE 9 IN 2012-13 AND 2013-14
English/Reading	4	4	4
Mathematics	3	3	4
Science	1	1	3
Social Studies*	2	2	2
Life Management/HOPE	.5	.5	.5
Physical Education/HOPE	.5	.5	.5
Career/Vocational	2	2	4
Major area of interest	4	4	NA
Required Credits	17	17	18
Electives (traditional schedule)	7	7	6
Total Credits for a Traditional Schedule	24	24	24

*Note: Career placement or job prep courses may be substituted for social studies credits.

IV. SPECIAL DIPLOMA OPTION 2 (6A-1.0996(1)(B))

For students entering grade 9 prior to the 2014-15 school year, Option 2 is based on demonstrating competency through employment, earning the required credits, and earning a minimum 2.0 GPA.

Students graduating with a special diploma may continue in school until the end of the school year in which the student turns 22 years old, provided that they are age 21 on the first day of school that final year.

Students are eligible to receive a Special Diploma Option 2 when the following requirements are met:

- A. Student has reached the minimum age of 16
- B. The requirements for earning a Special Diploma Option 2 have been updated to bring them in line with the State of Florida recommendations. The new requirements increase the number of credits from 6 (nonspecific) to 8 (specific). The credit requirements are: 2 English/Reading, 2 Mathematics, and 4 Career/Technical Education, one of which must be Career Preparation. In addition, the length of time required to earn the work readiness diploma has been reduced to one semester or 18 weeks of successful paid employment at minimum wage or higher. Students are required to have a minimum 2.0 grade point average. The grade point average (GPA) shall be based on courses fulfilling the Special Diploma Option 2.
- C. Student has a graduation-training plan that indicates the employment/plan is developed by the employer, student, parent and instructor and is maintained in the student's cumulative folder that includes the following assurances:
 1. Student masters 95% of the employment/community competencies as indicated on student's graduation training plan as verified by the employer, transition planner and /or instructor in order to earn a Special Diploma Option 2.
 2. Student is employed in the community at a site where:
 - a) Employer has a federal employer identification number.
 - b) Employer provides student opportunities for interaction with non-disabled co-workers.
 - c) Employer adheres to child labor laws.
 - d) Employer provides an opportunity for advancement and community competencies to be mastered.
 - e) Student's salary is at or above minimum wage.
 - f) Student is employed full-time (using industry standards) for a minimum of 18 weeks (or one semester).

V. CAREER PLACEMENT OPTIONS FOR ESE STUDENTS

Career Placement or job preparatory courses may be substituted for social studies and/or science credit.

Career Preparation may be taken anytime during grades 9-12 and repeated, as needed, for credit. This course must be taken prior to or concurrently to the first Career Placement course. It is recommended to be repeated with subsequent Career Placement courses.

VI. CERTIFICATE OF COMPLETION

Exceptional students may receive a certificate of completion if they:

- meet the course and credit requirements for a regular diploma, and
- attain the required 2.0 GPA, but
- have not passed the General Assessment Graduation Requirements and have been determined ineligible for a waiver.

VII. SPECIAL CERTIFICATE OF COMPLETIONS CRITERIA (F.S. 1003.438)

ESE students other than Speech only, Visually Impaired only, and Gifted only, may receive a special certificate of completion if they meet district course and credit requirements for a special diploma, but have a grade point average that is less than the required 2.0 GPA and/or have not demonstrated proficiency on alternate assessment.

VIII. GRADING, PROGRESS REPORTS, AND REPORT CARDS FOR ESE STUDENTS

Students in all ESE State Standards for Special Diploma at the participatory level shall receive standard report cards. A supplemental narrative report card may be used to report progress to parents of students following the Next Generation State Standards/Florida State Standards with Access Points for Special Diploma at the supported or participatory levels.

Parent(s) must be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. No student shall receive an unsatisfactory conduct grade if parents have not been notified.

IX. OTHER PROGRAMS: THERAPIES AND ITINERANT SERVICES

Speech/language therapy, physical therapy, occupational therapy, and itinerant hearing impaired and vision services are pullout programs designed to reinforce or enhance a student's ability to benefit from instruction. Attendance in these programs will not affect the 135-hour minimum course instruction requirements for basic, CTE or ESE courses.

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN INTERSTATE COMMISSION
MEETING – Rules (Approved, Nov. 2009)

INTRODUCTION:

Upon activation of the Interstate Compact a year ago, one of the first tasks necessary for the Commission was the creation of administrative rules under which the Compact would operate. A Rules Committee was formed and over the past year, the Committee met on several occasions to develop the rules. Comments were solicited from various stakeholders and input was considered. The rules complement the Interstate Compact and may not conflict with it. In addition, the rules are not designed to address every issue arising under the Compact, however, there is flexibility to make reasonable changes or clarification as the need arises through amendment, advisory opinions, and training opportunities. Attached is a final draft of the proposed rules for your consideration.

Chapter – 100 DEFINITIONS

SEC. 1.101 Definitions

As used in these rules, unless the context clearly requires a different construction—

- A. “Active duty” means: full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211.
- B. “By-laws” means: those by-laws established by the Interstate Commission on Educational Opportunity for Military Children for its governance, or for directing or controlling the Interstate Commission’s actions or conduct.
- C. “Children of military families” means: a school-aged child(ren), enrolled in kindergarten through twelfth (12th) grade, in the household of an active duty member.
- D. “Compact commissioner” means: the voting representative of each compacting state, appointed pursuant to Article VIII of this compact.
- E. “Days” means: business days, unless otherwise noted.
- F. “Deployment” means: the period one (1) month prior to the service members’ departure from their home station on military orders through six (6) months after return to their home station.
- G. “Education(al) records” means: those official records, files, and data directly related to a student and maintained by the school or local education agency (LEA), including but not limited to records encompassing all the material kept in the student’s cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

- H. "Extracurricular activities" means: a voluntary activity sponsored by the school or LEA or an organization sanctioned by the LEA. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.
- I. "Interstate Commission on Educational Opportunity for Military Children" means: the commission that is created under Article IX of this compact, which is generally referred to as Interstate Commission.
- J. "Local education agency" means: a public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through twelfth (12th) grade public educational institutions.
- K. "Member state" means: a state that has enacted this compact.
- L. "Military installation" means: a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory. Such term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.
- M. "Non-member state" means: a state that has not enacted this compact.
- N. "Receiving state" means: the state to which a child of a military family is sent, brought, or caused to be sent or brought.
- O. "Rule" means: a written statement by the Interstate Commission promulgated pursuant to Article XII of this compact that is of general applicability, implements, interprets or prescribes a policy or provision of the compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.
- P. "Sending state" means: the state from which a child of a military family is sent, brought, or caused to be sent or brought.
- Q. "State" means: a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory.
- R. "Student" means: the child of a military family for whom the LEA receives public funding and who is formally enrolled in kindergarten through twelfth (12th) grade.
- S. "Transition" means: 1) the formal and physical process of transferring from school to school or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

- T. “Uniformed service(s)” means: the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.
- U. “Veteran” means: a person who served in the uniformed services and who was discharged or released under conditions other than dishonorable.

Chapter 200 – GENERAL PROVISIONS

SEC 2.101 Adoption of rules; Amendment

Proposed rules or amendments to the rules shall be adopted by majority vote of the members of the Interstate Commission in the following manner:

- (a) Proposed new rules and amendments to existing rules shall be submitted to the Interstate Commission office for referral to the Rules Committee as follows:
 - (1) Any Commissioner may submit a proposed rule or rule amendment for referral to the Rules Committee during the annual Commission meeting. This proposal must be made in the form of a motion and approved by a majority vote of a quorum of the Commission members present at the meeting;
 - (2) Standing Committees of the Commission may propose rules or rule amendments by majority vote of that Committee;
 - (3) Any regional group of states as may be subsequently recognized by the Commission may propose rules or rules amendments by a majority vote of members of that region;
- (b) The Rules Committee shall prepare a draft of all proposed rules and provide the draft to all Commissioners for review and comments. All written comments received by the Rules Committee on proposed rules shall be posted on the Commission’s website upon receipt. Based upon the comments made by the Commissioners, the Rules Committee shall prepare a final draft of the proposed rule(s) or amendments for consideration by the Commission no later than the next annual meeting falling in an odd-numbered year.
- (c) Prior to promulgation and adoption of a final rule by the Interstate Commission, the text of the proposed rule or amendment shall be published by the Rules Committee no later than thirty (30) days prior to the meeting at which the vote is scheduled, on the official web site of the Interstate Commission and in any other official publication that may be designated by the Interstate Commission for the publication of its rules. In addition to the text of the proposed rule or amendment, the reason for the proposed rule shall be provided.
- (d) Each administrative rule or amendment shall state—
 - (1) The place, time, and date of the scheduled public hearing;
 - (2) The manner in which interested persons may submit notice to the Interstate Commission of their intention to attend the public hearing and any written comments; and

- (3) The name, position, physical and electronic mail address, telephone, and telefax number of the person to whom interested persons may respond with notice of their attendance and written comments.
- (e) Every public hearing shall be conducted in a manner guaranteeing each person who wishes to comment a fair and reasonable opportunity to comment. No transcript of the public hearing is required, unless a written request for a transcript is made, which case the person or entity making the request shall pay for the transcript. A recording may be made in lieu of a transcript under the same terms and conditions as a transcript. This subsection shall not preclude the Commission from making a transcript or recording of the public hearing if it chooses to do so.
- (f) Nothing in this section shall be construed as requiring a separate hearing on each rule. Rules may be grouped for the convenience of the Interstate Commission at hearings required by this section.
- (g) Following the scheduled hearing date, or by the close of business on the scheduled hearing date if the hearing was not held, the Interstate Commission shall consider all written and oral comments received.
- (h) The Interstate Commission shall, by majority vote of a quorum of the commissioners, take final action on the proposed rule and shall determine the effective date of the rule, if any, based on the rulemaking record and the full text of the rule.
- (i) Not later than sixty (60) days after a rule is adopted, any interested person may file a petition for judicial review of the rule in the United States district court of the District of Columbia or in the federal district court where the Interstate Commission's principal office is located. If the court finds that the Interstate Commission's action is not supported by substantial evidence, as defined in the federal Administrative Procedures Act, in the rulemaking record, the court shall hold the rule unlawful and set it aside.
- (j) Upon determination that an emergency exists, the Interstate Commission may promulgate an emergency rule that shall become effective immediately upon adoption, provided that the usual rulemaking procedures provided in the compact and in this section shall be retroactively applied to the rule as soon as reasonably possible, in no event later than ninety (90) days after the effective date of the rule. An emergency rule is one that must be made effective immediately in order to--
- (1) Meet an imminent threat to public health, safety, or welfare;
 - (2) Prevent a loss of federal or state funds;
 - (3) Meet a deadline for the promulgation of an administrative rule that is established by federal law or rule; or
 - (4) Protect human health and the environment.

SEC. 2.102 Dues formula

- (a) The commission shall determine the formula to be used in calculating the annual assessments to be paid by states. Public notice of any proposed revision to the approved dues formula shall be given at least 30 days prior to the Commission meeting at which the proposed revision will be considered.
- (b) The Commission may consider the population of the states, the number of students subject to the compact within each state, and the volume of student transfers between states in determining and adjusting the assessment formula.
- (c) The approved formula and resulting assessments for all member states shall be distributed by the commission to each member state annually.
- (d) The dues formula shall be based on the figure of one dollar per child of military families eligible for transfer under this compact.

Chapter 300 – TRANSFER OF EDUCATION RECORDS AND ENROLLMENT

SEC. 3.101 Eligibility for transfer and enrollment

- (a) Unofficial or “hand-carried” education records –In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, the school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible. In the event a state or LEA charges a fee for copies of educational records, such a fee shall not exceed the reasonable cost of reproduction.
- (b) Official education records/transcripts-- Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student’s official education record from the school in the sending state. Upon receipt of this request, the school in the sending state will process and furnish the official education records to the school in the receiving state within ten (10) business days except for a designated school staff break including, but not limited to, spring, summer, or holiday. Records should be furnished as soon as possible following the return of staff from a school staff break; however, the time shall not exceed ten (10) days after the return of staff.

SEC. 3.102 Application for transfer of student records and enrollment

An application for transfer of educational records of students subject to this compact shall contain the following:

- (a) Immunizations – Compacting states shall give thirty (30) calendar days from the date of enrollment. For a series of immunizations, initial vaccinations must be obtained within thirty (30) calendar days.
- (b) Kindergarten and First grade entrance age – Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level (including Kindergarten) from a

LEA in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

- (1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to the school of the state being transferred into shall be admitted upon presentation of the data required in subsection (3).
- (2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to a public school in the state being transferred, shall be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).
- (3) In order to be admitted into a school in the receiving state, such a student transferring from the sending state must provide the following data:
 - (i) Official military orders showing that the military member was assigned to the state (or commuting area) of the state in which the child was previously duly enrolled and attended school. If a child of a military member was residing with a legal guardian during the previous enrollment and not the military member, a copy of the family care plan, or proof of guardianship, as specified in the Interstate Compact, or any information sufficient for the receiving district to establish eligibility under this compact shall be provided;
 - (ii) An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student;
 - (iii) Documented evidence of immunization against communicable diseases; and
 - (iv) Evidence of date of birth.

Chapter 400 – GRADUATION

SEC 4.101 Graduation

- (a) Waiver requirements - LEA administrative officials shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another LEA or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the LEA shall provide an alternative means of acquiring required coursework so that graduation may occur on time. If the receiving LEA requires a graduation project, volunteer community service hours, or other state or LEA specific requirements, the receiving LEA may waive those requirements.
- (b) Exit exams – States shall accept: 1) exit or end-of-course exams required for graduation from the sending state; or 2) national norm-referenced achievement tests or 3) alternative testing, in lieu of testing

requirements for graduation in the receiving state. In the event the above alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of Article VII, Section C of the Compact shall apply.

- (c) Transfers during senior year – There may be cases in which a military student transferring at the beginning or during his or her senior year is ineligible to graduate from the receiving LEA after all alternatives have been considered. In such cases the sending and receiving LEA's shall ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements of the sending LEA. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on-time graduation of the student in accordance with Sections A and B of Article VII of the Compact.

Chapter 500 – PLACEMENT & ATTENDANCE

SEC. 5.101 Course placement

The receiving school shall initially place a student who transfers before or during the school year in educational courses based on the student's enrollment in the sending state school and/or educational conducted at the school in the sending state to the extent the educational courses are provided by the receiving school. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such educational courses.

SEC. 5.102 Educational program placement

The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such programs.

SEC. 5.103 Special education services

- (a) In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C.A. Section 1400 et. Seq., the receiving state shall initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP); and
- (b) In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and with Title II of the Americans with Disabilities Act, 42 U.S.C.A. Sections 12131-12165, the receiving state shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing 504 or Title II Plan, to provide the student with equal access to education.

- (c) The receiving school may perform subsequent evaluations to ensure appropriate placement and appropriate services. The receiving school shall follow any current regulations the receiving state has in place in order to comply with federal or state law.

SEC. 5.104 Placement flexibility

LEA officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the jurisdiction of the LEA.

SEC. 5.105 Absence as related to deployment activities

A student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the Compact, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the LEA superintendent or head of school to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian. Notwithstanding the above, the LEA superintendent or head of school may provide a maximum number of additional excused absences.

Chapter 600 -- ELIGIBILITY

SEC. 6.101 Eligibility for Enrollment

- (a) A custody order, special power of attorney, or other applicable document relative to the guardianship of a child of a military family and executed under the applicable law of each member state shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent. A special power of attorney form, which is acceptable in some jurisdictions, can be obtained through the JAG offices pursuant to Military Family Care Plan regulations.
 - (1) A local education agency shall be prohibited from charging local tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent. Tuition may be charged for optional programs offered by the LEA.
 - (2) A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he/she was enrolled while residing with the custodial parent. The local education agency shall not charge tuition. In addition, transportation to and from school is the responsibility of the non-custodial parent or other persons standing in loco parentis.
- (b) Eligibility for extracurricular participation – State and local education agencies shall facilitate the opportunity for transitioning military children’s inclusion in extracurricular activities, regardless of application deadlines, with consultation with the state high school athletic association, to the extent they are otherwise qualified. Application deadlines include tryouts, summer conditioning and other coach or district prerequisites.

Chapter 700 – OVERSIGHT, ENFORCEMENT, AND DISPUTE RESOLUTION

SEC. 7.101 Informal communication to resolve disputes or controversies

- (a) States shall attempt to resolve disputes or controversies by communicating with each other by telephone, telefax, or electronic mail.
- (b) Failure to resolve dispute or controversy—
 - (1) Following an unsuccessful attempt to resolve controversies or disputes arising under this compact, its by-laws or its rules as required under sec.7.101 (a), states shall pursue one or more of the informal dispute resolution processes set forth in sec. 7.101 (b)(2) prior to resorting to formal dispute resolution alternatives.
 - (2) Parties shall submit a written request to the executive director for assistance in resolving the controversy or dispute. The executive director shall provide a written response to the parties within ten (10) days and may, at the executive director's discretion, seek the assistance of legal counsel or the executive committee in resolving the dispute. The executive committee may authorize its standing committees or the executive director to assist in resolving the dispute or controversy.

SEC. 7.102 Formal resolution of disputes and controversies

- (a) Alternative dispute resolution – Any controversy or dispute between or among compacting states that arises from or relates to this compact that is not resolved under sec. 7.101 may be resolved by alternative dispute resolution processes. These shall consist of mediation and arbitration.
- (b) Mediation and arbitration
 - (1) Mediation
 - (i) A state that is party to a dispute may request, or the executive committee may require, the submission of a matter in controversy to mediation.
 - (ii) Mediation shall be conducted by a mediator appointed by the executive committee from a list of mediators approved by the national organization responsible for setting standards for mediators and pursuant to procedures customarily used in mediation proceedings.
 - (2) Arbitration
 - (i) Arbitration may be recommended by the executive committee in any dispute regardless of the parties' previous submission of the dispute to mediation.
 - (ii) Arbitration shall be administered by at least one neutral arbiters or a panel of arbiters not to exceed three members. These arbiters shall be selected from a list of arbiters maintained by the commission staff.
 - (iii) The arbitration may be administered pursuant to procedures customarily used in arbitration proceedings and at the direction of the arbiter.

(iv) Upon the demand of any party to a dispute arising under the compact, the dispute shall be referred to the American Arbitration Association and shall be administered pursuant to its commercial arbitration rules.

(v) (a) The arbiter in all cases shall assess all costs of arbitration, including fees of the arbiter and reasonable attorney fees of the prevailing party, against the party that did not prevail.

(b) The arbiter shall have the power to impose any sanction permitted by this compact and other laws of the state or the federal district in which the commission has its principal offices.

(vi) Judgment on any award may be entered in any court having jurisdiction.

SEC 7.103 Enforcement actions against a defaulting state

(a) If the Interstate Commission determines that any state has at any time defaulted ("defaulting state") in the performance of any of its obligations or responsibilities under this Compact, the by-laws or any duly promulgated rules the Interstate Commission may impose any or all of the following penalties:

(1) Damages or costs in such amounts as are deemed to be reasonable as fixed by the Interstate Commission;

(2) Remedial training and technical assistance as directed by the Interstate Commission;

(3) Suspension and termination of membership in the compact. Suspension shall be imposed only after all other reasonable means of securing compliance under the by-laws and rules have been exhausted. Immediate notice of suspension shall be given by the Interstate Commission to the governor, the chief justice or chief judicial officer of the state, the majority and minority leaders of the defaulting state's legislature, and the state council.

(b) The grounds for default include, but are not limited to, failure of a Compacting State to perform such obligations or responsibilities imposed upon it by this compact, Interstate Commission by-laws, or duly promulgated rules. The Interstate Commission shall immediately notify the defaulting state in writing of the penalty imposed by the Interstate Commission on the defaulting state pending a cure of the default. The Interstate Commission shall stipulate the conditions and the time period within which the defaulting state must cure its default. If the defaulting state fails to cure the default within the time period specified by the Interstate Commission, in addition to any other penalties imposed herein, the defaulting state may be terminated from the Compact upon an affirmative vote of a majority of the compacting states and all rights, privileges, and benefits conferred by this Compact shall be terminated from the effective date of suspension.

(c) Within sixty (60) calendar days of the effective date of termination of a defaulting state, the Interstate Commission shall notify the governor, the chief justice or chief judicial officer, the majority and minority leaders of the defaulting state's legislature, and the state council of such termination.

(d) The defaulting state is responsible for all assessments, obligations, and liabilities incurred through the effective date of termination including any obligations, the performance of which extends beyond the effective date of termination.

- (e) The Interstate Commission shall not bear any costs relating to the defaulting state unless otherwise mutually agreed upon between the Interstate Commission and the defaulting state.
- (f) Reinstatement following termination of any compacting state requires both a reenactment of the Compact by the defaulting state and the approval of the Interstate Commission pursuant to the rules.

SEC 7.104 Judicial enforcement

The Interstate Commission may, by majority vote of the members, initiate legal action in the United States District Court for the District of Columbia or, at the discretion of the Interstate Commission, in the federal district where the Interstate Commission has its offices to enforce compliance with the provisions of the Compact, its duly promulgated rules and by-laws, against any compacting state in default. In the event judicial enforcement is necessary, the prevailing party shall be awarded all costs of such litigation including reasonable attorneys' fees.

(To be completed by parent/guardian)

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.*** The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

Student (legal name): _____ DOB: _____ Grade: _____

School: _____ Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian email: _____ Phone: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade

_____ Full-year promotion to grade

_____ Subject-matter acceleration for subject(s) _____

(request must be submitted prior to the end of the first nine weeks)

_____ Virtual instruction in higher grade level subject(s) _____

(request must be submitted prior to the end of the first nine weeks)

_____ Advanced Work Class (Teacher initiated prior to May 1)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____ Date

Submitted: _____ Relationship to student: _____

Please submit this form to the School Principal prior to the deadline noted above.

(To be completed before each new ACCEL Option)

Student (legal name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian email: _____ Phone: _____

Select the ACCEL Option you are requesting:

- ☐ Mid-year promotion to grade _____
- ☐ Full-year promotion to grade _____
- ☐ Subject-matter acceleration for subject(s) _____
- ☐ Virtual instruction in higher grade level subject(s) _____
- ☐ Advanced Work Class)

Agreement

Student participation in the selected ACCEL Option is contingent upon the student meeting eligibility and procedural requirements, as explained in the District School Board of Gadsden County Student Progression Plan. Students are required to participate in all state, federal, and local assessments if mid-year or full-year promotion occurs. If a student fails to comply with the stipulated requirements at any time after the ACCEL Option is in effect, the principal may terminate the student's participation and will determine the appropriate placement in lieu of the ACCEL Option.

I grant permission for my student to accelerate his/her learning and agree to the conditions stated above:

Parent/Guardian's Name (print): _____ Date: _____

Parent/Guardian's signature: _____ Date: _____

Principal's Name (print): _____ Date: _____

Principal's signature: _____ Date: _____

MIDDLE GRADES STUDENTS AND EOC ASSESSMENT REQUIREMENTS 2014-15

MS Algebra 1 EOC 2014-2015	MS Geometry and Biology 1 EOC 2014-2015	MS Civics 2014-2015
A student completing Algebra 1 or Algebra 1 Honors must take the Algebra 1 EOC Assessment and achieve a passing score to be awarded high school credit. The score will count as 30% of the final course grade. If the student passes the course (regardless of the Algebra 1 EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC Assessment, the student must retake the Algebra 1 EOC Assessment and achieve a passing score to earn a standard high school diploma. The student can only retake the same course through middle grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.	A student completing Geometry or Geometry Honors must take the Geometry EOC Assessment and achieve a passing score which constitutes 30% of the student's final course grade to be awarded high school credit. If the student passes the course (regardless of the Geometry EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC Assessment, the student must retake the Geometry EOC Assessment and achieve a passing score to earn the required high school credit for Geometry. The student can only retake the same course through middle grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.	Each student's performance on the statewide standardized EOC assessment in Civics Education constitutes 30% of the student's final course grade.

Grade 7 Mathematics, Advanced (1205050) in Sixth Grade – Required eligibility criteria

If student does meet the criteria below, then placement is Grade 6 Mathematics (1205020)

Fifth grade Student must meet 4 out of 5 of these criteria:

- Teacher, Department Chair, and Administrator recommendation
- 95% + cumulative mathematics grade average in 5th grade advanced
- 95% + cumulative mathematics test average in 5th grade advanced
- 3.75 + cumulative grade point average in core content classes through three quarters 5th grade
- Other appropriate diagnostic assessment (TBA)

Student must meet the following two criteria:

- Level 5 on FSA Mathematics
- Level 5 on FSA ELA

Algebra 1 Honors (1200320) in Seventh Grade – Required eligibility criteria

If student does not meet criteria below, then placement is Grade 8 Pre- Algebra (1205080) or Grade 8 Pre-Algebra Advanced (1205050)

Student must meet 4 out of 5 of these criteria:

- Teacher, Department Chair, and Administrator recommendation
- 92% + cumulative mathematics grade average in Grade 7 Mathematics Advanced (1205050)
- 90% + cumulative mathematics test average in Grade 7 Mathematics Advanced (1205050)
- 3.5 + cumulative grade point average of core content classes for quarters one through three
- Other appropriate diagnostic assessment (TBA)

Student must meet the following two criteria:

- Level 5 on FSA Mathematics
- Level 4 + on FSA ELA

Geometry Honors (1206320) in Eighth Grade – Required eligibility criteria

If student does not meet all criteria, then placement is Algebra 1 honors (1200320)

Student must meet all the following criteria:

- Passing score on the Algebra 1 End-of-Course Assessment
- 80% + cumulative mathematics average grade in Algebra 1 Honors (1200320)
- Teacher, Department Chair, and Administrator recommendation

To be completed by Parent/Guardian

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged. The school must carefully consider the effect of ACCEL options, especially mid-year and full- year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements. Parent permission is necessary for ACCEL options.

Student (legal name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: (Please print first and last name) _____ Phone: _____

Address: _____

Parent/Guardian email: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade

_____ Full-year promotion to grade

_____ Subject-matter acceleration for subject(s) _____ (request must be submitted prior to the end of the first nine weeks)

_____ Virtual instruction in higher grade level subject(s) _____ (request must be submitted prior to the end of the first nine weeks)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____

Date Submitted: _____ Relationship to student: _____

To be completed by parent/guardian

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.*** The school must carefully consider the effect of ACCEL options, especially mid-year and full- year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

Student (legal name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: (print first and last name): _____ Phone: _____

Address: _____

Parent/Guardian E-mail: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade

_____ Full-year promotion to grade

_____ Subject-matter acceleration for subject(s) _____

(request must be submitted prior to the end of the first nine weeks)

_____ Virtual instruction in higher grade level subject(s) _____

(request must be submitted prior to the end of the first nine weeks)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____

Date Submitted: _____ Relationship to student: _____

MASTERY EXAM REQUEST

Student Name: _____ Counselor: _____

School: _____ Grade Level: _____

Date of Request: _____ School Year: _____

Data in Support of Credit Acceleration by Mastery Exam:

FCAT/FSA Assessment in Math: _____ Date of Assessment: _____

Most recent math or science course: _____ Grades Earned: _____ Other justification: _____

Guidance Counselor's Communication with Parent _____ Date: _____ Parent in agreement that grade will appear in student records and transcript. ☐

Requested State EOC in _____ administration date, _____, aligns with required dates (CAP section SPP, page 73)

Has the student attempted the EOC in Algebra 1, Geometry or Biology 1 previously?

Yes ☐ No ☐ If so, which one? _____

If yes, please provide date, score and evidence of additional preapproved preparation.

Date: _____ Score: _____ Additional preapproved preparation: _____

Recommendation of Principal:

- (5) There is adequate documentation to support the student taking the EOC in Algebra 1, Geometry, or Biology 1.
- (6) There is NOT adequate documentation to support the student taking the EOC in Algebra 1, Geometry, or Biology 1.

Signature: _____

Additional Comments:

The assessments students must pass in order to graduate with a standard high school diploma are determined by their year of enrollment in grade 9. Table 1 list the required assessment for each grade 9 cohort for FCAT 2.0 Reading and the Algebra 1 End-of-Course (EOC) Assessment. Table 4 lists the requirements for grade 9 cohorts required to pass the FCAT.

Table 1: Assessment Requirement by School Year	
School Year When Assessment Requirements Began for Students Entering Grade 9	Assessment(s) that Students Must Pass in Order to Graduate
2010-11	Grade 10 FCAT 2.0 Reading
2011-12 to Present	Grade 10 FCAT 2.0 Reading Algebra 1 EOC Assessment

Table 2 shows the passing score for each assessment depending on the year the students entered grade 9.

Table 2: Passing Scores for the Required Assessments		
Assessment	Year Student Entered Grade 9	
	2010-11	2011-12 to Present
FCAT 2.0 Reading	245	245
Algebra 1 EOC Assessment	N/A	399 or above

Table 3 shows the concordant and comparative scores students must achieve based on the year they entered grade 9. Even if they have achieved a concordant score before the grade 10 assessment, all students enrolled in grade 10 are required to participate in the statewide assessments in accordance with section 1008.22, Florida Statutes (F.S.) Additionally, if students have achieved a comparative score on the PERT prior to enrolling in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC Assessment in accordance with s. 1008.22, F.S.

Table 3: Concordant and Comparative Scores by Year Students Entered Grade 9		
Assessment	Reading	Algebra 1
	2010-11 to Present	2011-12 to Present
FCAT 2.0	245	N/A
SAT	430	N/A
ACT	19	N/A
Algebra 1 EOC Assessment	N/A	399
PERT	N/A	97

Students who entered grade 9 in the 2008-09 school year or prior and were originally scheduled to graduate between 2004 and 2012 must earn passing score on Grade 10 FCAT Reading and Mathematics, or their equivalents. Beginning in 2012-13, students who have not achieved a passing score on FCAT Reading may take the FCAT 2.0 Reading Retake. Students who entered grade 9 in the 2009-10 school year must earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 Mathematics. The required passing and concordant scores for students who entered grade 9 from 2000-01 to 2009-10 are provided in Table 4.

Table 4: Passing Scores for Students Entering Grade 9 from 2000-01 to 2009-10		
Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300) or above	1889 (scale score of 300) or above
FCAT 2.0	241 or above	N/A
SAT Concordant Score	410 (for those students who entered grade 9 in 2006-07 or earlier)	340
	420 (for those students who entered grade 9 in 2007-08, 2008-09, or 2009-10)	
ACT Concordant Score	15 (for those students who entered grade 9 in 2006-07 or earlier)	15
	18 (for those students who entered grade 9 in 2007-08, 2008-09, or 2009-10)	

Table 5 outlines the End-of-Course (EOC) Assessment requirements for students working toward to the standard diploma. Requirements are based on the year a student enters grade 9.

Table 5: End-of-Course (EOC) Assessment Requirements								
Assessment	Algebra 1		Geometry		Biology 1		U.S. History	
Cohort Year Entered Grade 9	30% Rule	Must Pass	30% Rule	Must Pass	30% Rule	Must Pass	30% Rule	Must Pass
2010-11	YES	NO						
2011-12	NO	YES	YES	NO	YES	NO		
2012-13	NO	YES	NO	NO	NO	NO	YES	NO
2013-14	YES	YES	NO	NO	NO	NO	YES	NO
2014-15	YES	YES	YES	NO	YES	NO	YES	NO

For the 2014-15 school year, if a student is enrolled in Algebra 2, he or she must participate in the EOC assessment and the results constitute 30% of the final course grade.

The State Board of Education shall adopt rules that require high schools to evaluate before the beginning of grade 12 the college readiness of each student who indicates an interest in postsecondary education and scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT/FSA or Level 2, 3, or 4 on the Algebra 1

EOC. High schools shall perform this evaluation using results from the corresponding component of the Postsecondary Education Readiness Test (PERT) or an equivalent test identified by the State Board of Education. The State Board of Education shall establish by rule the minimum test scores a student must achieve to demonstrate readiness.

Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within two years of achieving such scores shall not be required to enroll in remediation course as a condition of acceptance to any community college. The high school shall use the results of the test to advise the students of any identified deficiencies and to the maximum extent practicable provide grade 12 students access to appropriate remedial instruction prior to high school graduation. The college ready instruction provided under this subsection shall be a collaborative effort between secondary and postsecondary educational institutions. To the extent courses are available; the Gadsden County Virtual School may be used to provide the college-ready instruction required by the subsection.

College Readiness Course Placement Score Recommendations*

Subject	Course Title	PERT	SAT	ACT
Reading	English 4: FL College Prep	50-105	< 440	< 19
	English 4		≥ 440	≥ 19
Writing	English 4: FL College Prep	50-102	< 440	< 17
	English 4		≥ 440	≥ 17
Mathematics	Math for College Readiness	50-113	≥ 440	≥ 19

*The College Readiness Course Placement Score Recommendations apply to students who will be seniors in 2014-2015. The PERT is administered to grade 11 students who have not previously met college readiness standards.

Statewide college – ready cut scores for PERT

Reading, 106

Writing, 103

Mathematics, 114

College Readiness Courses Offered in Gadsden County English

IV: Florida College Prep (Course Code: 1001405)

Mathematics for College Readiness (Course Code: 1200700)

The school board recognizes the importance of intercultural and international education as part of a school program.

Any student from a foreign country sponsored by a Foreign Exchange Visitor Program who fulfills all eligibility requirements (applicable federal, state, and district regulations), including the approval of the principal, may attend a Gadsden County High School at the discretion of the District School Board of Gadsden County. All students must be approved by the district, through Academic Services, before enrolling in a district school. In no case can the number of foreign exchange students exceed 1 % of the school's enrollment. The district reserves the right to limit the number of students placed by any sponsor or from any country.

Organizations and institutions sponsoring students must be approved by the Council on Standards for International Educational Travel (CSIET) and have J visa status in order to be eligible to participate in the Foreign Exchange Visitor Program.

1. ELIGIBILITY REQUIREMENTS

- A. Sponsors: Applications may be made by CSIET approved organizations desiring to sponsor foreign students in Gadsden County School District. Any organizations sponsoring a student must supply the name, address, and telephone number of the local representative who is a resident of Gadsden County and can be contacted at any time in case of emergency or other problem.
- B. Students: Students must meet the following eligibility requirements prior to acceptance:
 - agree to be in attendance for one academic school year
 - be at least 15 but not more than 18 ½ years of age on the date of enrollment in the program and have not completed more than 11 years of primary and secondary education (exclusive of kindergarten) [NOTE: students who have already graduated will not be allowed to enroll in a Gadsden County high school]
 - have sufficient knowledge of the English language to participate in high school classes
 - be accepted by a suitable host family, not to be hosted by the area representative of the sponsoring organization
 - provide an English translation of the student's official academic transcript for at least 2 years prior to entry into the program, including a description of each course

2. PROCEDURES FOR ADMISSION OF ELIGIBLE STUDENTS

The sponsoring organization must apply for and obtain the approval for admission of the student through the local representative by Academic Services at least fifteen (15) working days prior to enrollment in school.

- A. Notification: A copy of the District School Board of Gadsden County Foreign Exchange Program procedures shall be sent to local coordinators when requesting placement. Written approval or denial for admission shall be given to the local coordinator of the sponsoring organization by the Academic Services. The exchange student must be accompanied by the sponsoring organization coordinator and a member of the host family when enrolling at the approved school. Formal entrance to school shall be at the beginning of the school year. An orientation designed to acquaint the student with the American school and with the rules governing the behavior of all students shall be provided by the school staff. The student shall follow school rules and shall participate fully in the educational program provided.
- B. Supervision: It is the sponsor's responsibility to make all travel and accommodation arrangements, including securing the host family. It is the sponsor's responsibility to resolve problems that arise between the student, the host family, and /or the school including, if necessary, the changing of host families or the early return home of the exchange student due to unresolved or personal difficulties. It is the responsibility of the sponsor to notify Academic Services of all changes of host family or address.
- C. Financial Support: All expenses, including school and school-related expenses are the responsibility of the student, the sponsoring organization, and the host family. Foreign Exchange students are not eligible for lunch subsidy.
- D. Employment: Exchange students are not permitted to take regular or part-time jobs during their stay in the United States.
- E. Athletic Eligibility: Students shall be governed by the Florida High School Athletics Association rules and regulations regarding participation in inter- scholastic athletic competition.
- F. Completion: Upon completion of the stay in Gadsden County, the student shall be issued an official transcript of all work completed. A certificate of participation shall also be awarded. Schools are encouraged to honor the foreign exchange student's program completion and award the certificate at an award ceremony.
- G. Monitoring: CSIET approved programs are monitored by Academic Services for
- quality of foreign exchange student recruited (e.g., English proficiency, attitude, behavior) and
 - appropriateness of host family placement (e.g., high school age student in host family home, family stability)

Sponsoring organizations that have violated requirements of student eligibility shall not be eligible to submit applications for students to attend Gadsden County High School for a period of two years. Programs with a second violation shall be permanently removed as approved programs for placement in Gadsden County.

A-1. For the 2014-15 school year, what statewide Florida Standards Assessments-English Language Arts (FSA-ELA) score would mandate the retention of a third-grade student?

Section 1008.25, Florida Statutes (F.S.), requires any third-grade student scoring Level 1 on the grade 3 statewide FSA-ELA to be retained. Some students may qualify for a good cause exemption and be promoted to fourth grade (see A-2.).

A-2. What promotion options are available to grade 3 students who have not achieved a Level 2 or above on the statewide FSA-ELA?

Students in grade 3 who score Level 1 on the statewide FSA-ELA may be exempted from the retention requirement and be promoted to fourth grade [section 1008.25(6), F.S.]. This is called a good cause exemption. Good cause exemptions are limited to the following:

- Limited English Proficient (LEP) students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program;
- Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- Students who demonstrate an acceptable level of performance on a state-approved alternative standardized reading or English Language Arts assessment approved by the State Board of Education;
- Students who demonstrate, through a student portfolio, that he or she is performing at least at Level 2 on the statewide standardized assessment;
- Students with disabilities who participate in the statewide standardized assessment and whose IEP or 504 Plan reflects that the student has received intensive remediation in reading and English Language Arts for more than two years, but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3;
- Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3.
- Students who have received intensive remediation in reading and English Language Arts for two or more years, but who still have a deficiency in reading and have already been retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two year

A-3. Will students scoring Level 1 on the grade 3 statewide FSA-ELA be retained in other grades or only in third grade?

Third grade is the only grade at which there is state-mandated retention for public school students [section 1008.25(5)(b), F.S.]. School districts must establish a comprehensive program for student progression that includes specific levels of performance in reading, writing, science

and mathematics for each grade level, including the levels of performance on statewide assessments, below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style. The promotion/retention policy for all grade levels must be specified in the district's Student Progression Plan.

A-4. Can a student be promoted to fourth grade without a grade 3 statewide FSA-ELA score?

Third-grade students must participate in the statewide standardized assessment program required by section 1008.22, F.S., and demonstrate proficiency in reading in order to be promoted to fourth grade. Students not achieving a Level 2 or higher on the statewide assessment may qualify for a good cause exemption (see A-2.).

A-5. What services should a student receive if they were promoted to fourth grade based on a good cause exemption, but are still reading below grade level?

A student promoted based on a good cause exemption and who is not reading on grade level should be provided intensive instruction which must include an altered instructional day. The altered instructional day must include specialized diagnostic information and specific reading strategies for each student. 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. Section 1008.25(6)(b)4., F.S.

A-6. What are the guidelines/requirements that districts must implement to meet the needs of third-grade students identified with a reading deficiency who have not been previously retained in third grade?

Teacher-Student Ratio	Same as other students.
Reading Instructional Time	90-minute reading block in a smaller group size setting or one-on-one. Rule 6A-6.054, Florida Administrative Code (F.A.C.)
Materials	Core/State Identified Reading program that is research based and has proven success teaching the components of reading. Rule 6A-6.053 F.A.C. Differentiated Materials Research-based materials that reinforce the initial instruction. Intervention Materials Research-based materials that teach areas of deficits as determined by an assessment measure. This instruction must take place in addition to the 90-minute reading block. Rule 6A-6.054 & 6A-6.053 F.A.C.
Screening	Options may include, but are not limited to, program-based materials, teacher observation or a screening/progress monitoring tool such as the Florida Assessments for Instruction in Reading Florida Standards (FAIR-FS). Rule 6A-6.053 F.A.C.

Progress Monitoring	Students identified with a reading deficiency must be progress monitored. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, mid-year and an end-of-year assessment. Rule 6A-6.054 F.A.C. FAIR-FS and ongoing progress monitoring (OPM) components of FAIR-FS are tools that can be used for these students.
Diagnostic	A student who does not meet specific levels of performance on the required assessment as determined by the district school board or who scores below Level 3 on the statewide standardized assessment as applicable under section 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need and strategies for appropriate intervention and instruction. Section 1008.25(4)(a), F.S.
Progress Monitoring Plan (PMP)	A PMP must be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4)(b), F.S.
Data Reporting	In anticipation of a change to State Board Rule 6A-6.053 eliminating the requirement for school districts to report progress monitoring assessment scores, districts are no longer required to submit progress monitoring data to the Automated Student Database System. Progress monitoring is still required either at the district level or through the Progress Monitoring and Reporting Network (PMRN).

A-7. What are the guidelines/requirements for meeting the needs of third-grade students who have been retained once in third grade?

Teacher-Student Ratio	Reduced student-teacher ratio. Section 1008.25(7)(b)1.c., F.S.
Teacher Quality	Provide students with a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S. Section 1008.25(7)(b)4., F.S.
Reading Instructional Time	Minimum of 90 minutes of daily uninterrupted reading instruction which includes small group instruction. Section 1008.25(7)(b)1., F.S. Intervention in addition to 90-minute reading block. Rule 6A-6.054 F.A.C.

Materials	<p>Core/State Identified Reading program that is research based and has proven success teaching the components of reading. Rule 6A-6.053 F.A.C.</p> <p>Differentiated Materials Research-based materials that reinforce the initial instruction.</p> <p>Intervention Materials Research-based materials that teach areas of deficits as determined by an assessment measure. This instruction must take place in addition to the 90-minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C.</p> <p>Differentiated Instruction Should be treated as immediate intensive intervention with prescribed materials for the students' deficits. Immediate Intensive Intervention (iii) Materials should continue to be used during iii after the 90-minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C.</p>
Screening	<p>Options may include, but are not limited to, program-based materials, teacher observation or screening/progress monitoring tool such as the FAIRFS. Rule 6A-6.053 F.A.C.</p>
Progress Monitoring	<p>Progress monitoring should be more frequent for these students than for non-retained students and should be ongoing. This can be as simple as a Comprehensive Core Reading Program (CCRP) or Supplemental Reading Program (SRP) weekly test, timed readings or teacher observations. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, mid-year and an end-of-year assessment. Rule 6A-6.054 F.A.C. FAIR-FS and OPM components of FAIR-FS can be used for these students.</p>
Diagnostic	<p>A student who does not meet specific levels of performance on the required assessment as determined by the district school board or who scores below Level 3 on the statewide standardized assessment as applicable under section 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need and strategies for appropriate intervention and instruction. Section 1008.25(4)(a), F.S</p>

Progress Monitoring Plan (PMP)	A PMP must be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4)(b), F.S.
Data Reporting	In anticipation of a change to State Board Rule 6A-6.053 eliminating the requirement for school districts to report progress monitoring assessment scores, districts are no longer required to submit progress monitoring data to the Automated Student Database System. Progress monitoring is still required either at the district level or through the PMRN.
Summer Reading Camps	Districts will provide access to Summer Reading Camps for students scoring Level 1 on the FSA-ELA. Districts may extend summer reading camp services to other students. Section 1008.25(7)(b)1., F.S. School districts will provide written notification to the parent of any student who has not met the proficiency level required for promotion and therefore is retained. Section 1008.25(7)(b)2., F.S.
Strategies prescribed by school district which may include, but are not limited to:	
Tutoring and Mentoring	A trained volunteer or mentor may be assigned to each student and/or someone may be assigned to tutor each student on deficit areas. Section 1008.25(7)(b)1.e., F.S.
Transition Classes	The school district has the option of placing students who have been retained in grade 3 and have received intensive instructional services but are still not ready for promotion, as determined by the school district, in a transitional instructional setting. Section 1008.25(7)(b)1.f., F.S.
Extended School Day	Provide an after-school program with research-based materials and certified teachers to tutor and remediate students. Saturday school with research-based materials and certified teachers to tutor and remediate students. Extended year with research-based materials and certified teachers to tutor and remediate students. Section 1008.25(7)(b)1.g., F.S.

STUDENT PORTFOLIOS FOR THIRD-GRADE STUDENTS

B-1. Why would a teacher use a student portfolio?

Section 1008.25(6)(b)4., F.S., states that a student who scores a Level 1 on the grade 3 statewide FSAELA may be promoted to fourth grade if the student demonstrates through a student portfolio that the student is performing at least at Level 2 on the statewide standardized assessment.

B-2. When should the teacher and students begin the third-grade student portfolio?

A parent of a student in grade 3 who is identified anytime during the school year as being at risk of retention may request that the school immediately begin collecting evidence for the portfolio.

B-3. Are there guidelines provided by the state for the third-grade student portfolio?

Yes. As provided in the updated Rule 6A-1.094221, F.A.C., to be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio must:

- Be selected by the student's teacher;
- Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- Include evidence that the standards assessed by the grade 3 statewide English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately 60 percent literary text and 40 percent information text that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments;
- Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide English Language Arts assessment. For each standard, there must be at least three examples of mastery as demonstrated by a grade of 70 percent or above on each example; and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Additionally, note that the Just Read, Florida! Office has begun creating an updated Third Grade State Portfolio.

B-4. Do the same portfolio guidelines apply to ESE students?

Yes. The state portfolio guidelines apply to all students, including ESE students.

B-5. Is the student portfolio the only tool used for good cause exemption and/or promoting a third-grade student to fourth grade in the middle of the year?

No. The student portfolio and an alternative assessment are the two state-approved options for good cause exemption and mid-year promotion. The student must be offered both options. However, the student must only demonstrate proficiency on one of the options in order to receive a good cause exemption or be promoted midyear.

B-6. If a teacher is monitoring the progress of a student, is a portfolio needed?

Yes. A portfolio provides ongoing information on how a student is performing on tested benchmarks. There are specific requirements of necessary elements that must be included in a portfolio used for promotion (please refer to question B-3 of this document for the

requirements). If a teacher chooses to follow the rigor of the state portfolio requirements, a portfolio may be used for progress monitoring as well as promotion.

B-7. Can parts of the FAIR-FS be used as part of the portfolio for good cause exemption or mid-year promotion?

No. The FAIR-FS tasks are adaptive in nature and are designed to provide teachers screening, diagnostic and progress monitoring information for the purpose of informing instruction to meet student needs through differentiating instruction. The FAIR-FS tasks do not meet the state portfolio requirements as described in question B-3 of this document.

B-8. Can grade 3 English Language Arts items from the Florida's Item Bank and Test Platform be used as part of a student's third-grade portfolio for good cause exemption or mid-year promotion?

Yes. Items used in a student portfolio must meet the specifications stated in question B-3 Rule 6A-1.094221, F.A.C.