

AGENDA

REGULAR SCHOOL BOARD MEETING

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

March 5, 2013

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. January 10, 2013, 1:00 p.m. – School Board Workshop
- b. January 22, 2013, 4:30 p.m. – School Board Workshop
- c. January 22, 2013, 6:00 p.m. – Regular School Board Meeting
- d. February 6, 2013, 9:00 a.m. – School Board Workshop
- e. February 14, 2013, 1:00 p.m. – School Board Workshop
- f. February 14, 2013, 3:30 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)

- a. Personnel 2012 – 2013

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Budget Amendment Number Thirteen – **SEE PAGE #6**

Fund Source: 420 Federal Funds
Amount: \$1,619,246.38

ACTION REQUESTED: The Superintendent recommends approval.

- b. Budget Amendment Number Fourteen – **SEE PAGE #13**

Fund Source: 434 – (ARRA) Race To The Top
Amount: \$0.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Budget Amendment Number Fifteen – **SEE PAGE #21**

Fund Source: 394 (Capital) Funds
Amount: \$-66,505.14

ACTION REQUESTED: The Superintendent recommends approval.

- d. Budget Amendment Number Sixteen - **SEE PAGE #26**

Fund Source: 110 (General) Funds
Amount: \$405,057.53

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Purchase Order - **SEE PAGE #42**

Fund Source: Capital Improvements Fund
Amount: \$6,003.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Purchase Orders - **SEE PAGE #44**

Fund Source: School Food Service
Amount: \$70,580.80

ACTION REQUESTED: The Superintendent recommends approval.

- c. Purchase Orders – **SEE PAGE #47**

Fund Source: General Fund
Amount: \$99,353.33

ACTION REQUESTED: The Superintendent recommends approval.

- d. Purchase Orders – **SEE PAGE #51**

Fund Source: General Fund
Amount: \$22,040.56

ACTION REQUESTED: The Superintendent recommends approval.

- e Purchase Orders - **SEE PAGE #54**

Fund Source: Federal Funds – CAPE Grants
Amount: \$10,906.00

ACTION REQUESTED: The Superintendent recommends approval.
 - f. Purchase Orders – **SEE PAGE #56**

Fund Source: 420 (Federal) Funds
Amount: \$115,478.00

ACTION REQUESTED: The Superintendent recommends approval.
 - g. Purchase Orders – **SEE PAGE #60**

Fund Source: Federal Funds – Title I School Improvement, ARRA Title I School Improvement and Title I Part A
Amount: \$59,858.66

ACTION REQUESTED: The Superintendent recommends approval.
 - h. Midway Charter Agreement – **SEE PAGE #71**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.
9. **STUDENT MATTERS – SEE ATTACHMENT**
- a. Student Expulsion – See back-up material
Case #33-1213-0071

ACTION REQUESTED: The Superintendent recommends approval.
 - b. Student Expulsion – See back-up material
Case #39-1213-0231

ACTION REQUESTED: The Superintendent recommends approval.
 - c. Student Expulsion – See back-up material
Case #40-1213-0231

ACTION REQUESTED: The Superintendent recommends approval.
 - d. Student Expulsion – See back-up material
Case #42-1213-0051

ACTION REQUESTED: The Superintendent recommends approval.

- e. Student Expulsion – See back-up material
Case #43-1213-9102
ACTION REQUESTED: The Superintendent recommends approval.
- f. Student Expulsion – See back-up material
Case #44-1213-9102
ACTION REQUESTED: The Superintendent recommends approval.
- g. Student Expulsion – See back-up material
Case #45-1213-0171
ACTION REQUESTED: The Superintendent recommends approval.
- h. Student Expulsion – See back-up material
Case #47-1213-0231
ACTION REQUESTED: The Superintendent recommends approval.
- i. Student Expulsion – See back-up material
Case #48-1213-0231
ACTION REQUESTED: The Superintendent recommends approval.
- j. Student Expulsion – See back-up material
Case #50-1213-0231
ACTION REQUESTED: The Superintendent recommends approval.

10. SCHOOL FACILITY/PROPERTY

- a. Security Fence Installation at Stewart Street Elementary - **SEE PAGE #273**
Fund Source: 379
Amount: \$10,950.00
ACTION REQUESTED: The Superintendent recommends approval.
- b. Re-roofing Bid #1213-13 Buildings 99-58 and 99-59 Gadsden Technical Institute – **SEE PAGE #278**
Fund Source: Capital Outlay
Amount: \$21,525.00
ACTION REQUESTED: The Superintendent recommends approval.
- c. Certification of Facilities Data – **SEE PAGE #296**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.

11. EDUCATIONAL ISSUES

- a. 2012 – 2013 Student Progression Plan – **SEE PAGE #338**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

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

- a. Discussion and Request to Advertise the Board’s Intent to Amend School Board Rule 8.40 (General Food Service Requirements) – **SEE PAGE #455**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

13. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

14. SCHOOL BOARD REQUESTS AND CONCERNS

15. ADJOURNMENT

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEMS: Budget Amendment Number Thirteen

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

This budget amendment reduces Title II budget by \$4,571.88 as directed by grant letter, zeroes out the 11-12 Title I regular \$10,121.74, and enters budget for the 12-13 Head Start grant \$1,633,940.

FUND SOURCE: 420 Federal Funds

AMOUNT: \$ 1,619,246.38

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

Gadsden County School Board
 420 (Federal) Fund Estimated Revenue
 Budget Amendment Number
 Thirteen

FUND 420 REVENUE OBJECT	BEGINNING ESTIMATED REVENUE 2/1/2013	BUDGET AMENDMENT NUMBER THIRTEEN	ENDING ESTIMATED REVENUE 2/6/2013
190	\$ -	\$ -	\$ -
191	\$ -	\$ -	\$ -
199	\$ 818,517.33	\$ 1,633,940.00	\$ 2,452,457.33
201	\$ 183,207.73	\$ -	\$ 183,207.73
226	\$ 558,787.44	\$ (4,571.88)	\$ 554,215.56
227	\$ -	\$ -	\$ -
230	\$ 2,141,536.12	\$ -	\$ 2,141,536.12
240	\$ 6,406,905.28	\$ (10,121.74)	\$ 6,396,783.54
251	\$ 4,032.82	\$ -	\$ 4,032.82
270	\$ -	\$ -	\$ -
290	\$ 525,164.14	\$ -	\$ 525,164.14
299	\$ -	\$ -	\$ -
TOTALS	\$ 10,638,150.86	\$ 1,619,246.38	\$ 12,257,397.24

**Gadsden County School Board
420 (Federal) Fund Appropriations
Thirteen**

420 FUND					
FUNCTION/ OBJECT	BUDGET BALANCE 2/1/2013		BUDGET AMENDMENT NUMBER THIRTEEN	BUDGET BALANCE 2/6/2013	
5100	100	\$ 901,286.03	\$ -	\$ -	901,286.03
	200	\$ 156,798.20	\$ -	\$ -	156,798.20
	300	\$ 379,333.44	\$ -	\$ -	379,333.44
	500	\$ 340,949.60	\$ -	\$ -	340,949.60
	600	\$ 261,134.02	\$ -	\$ -	261,134.02
	700	\$ -	\$ -	\$ -	-
	FUNCTOTAL		\$ 2,039,501.29	\$ -	\$ -
5200	100	\$ 618,209.06	\$ -	\$ -	618,209.06
	200	\$ 197,066.07	\$ -	\$ -	197,066.07
	300	\$ 172,000.00	\$ -	\$ -	172,000.00
	500	\$ 12,927.00	\$ -	\$ -	12,927.00
	600	\$ 13,875.00	\$ -	\$ -	13,875.00
	700	\$ 1,000.00	\$ -	\$ -	1,000.00
	FUNCTOTAL		\$ 1,015,077.13	\$ -	\$ -
5300	100	\$ -	\$ -	\$ -	-
	200	\$ -	\$ -	\$ -	-
	300	\$ 8,696.28	\$ -	\$ -	8,696.28
	500	\$ 32,520.61	\$ -	\$ -	32,520.61
	600	\$ 32,080.00	\$ -	\$ -	32,080.00
	700	\$ 20,480.08	\$ -	\$ -	20,480.08
	FUNCTOTAL		\$ 93,776.97	\$ -	\$ -
5400	100	\$ -	\$ -	\$ -	-
	200	\$ 4,032.82	\$ -	\$ -	4,032.82
	300	\$ -	\$ -	\$ -	-
	500	\$ -	\$ -	\$ -	-
	600	\$ -	\$ -	\$ -	-
	700	\$ -	\$ -	\$ -	-
	FUNCTOTAL		\$ 4,032.82	\$ -	\$ -
5500	100	\$ 459,468.03	\$ 633,727.00	\$ -	1,093,195.03
	200	\$ 127,288.93	\$ 173,900.00	\$ -	301,188.93
	300	\$ 44,660.09	\$ 12,000.00	\$ -	56,660.09
	500	\$ 6,458.52	\$ 21,000.00	\$ -	27,458.52
	600	\$ -	\$ 15,000.00	\$ -	15,000.00
	700	\$ -	\$ -	\$ -	-
	FUNCTOTAL		\$ 637,875.57	\$ 855,627.00	\$ -

**Gadsden County School Board
420 (Federal) Fund Appropriations
Thirteen**

5900	100	\$	206,456.76	\$	-	\$	206,456.76
	200	\$	37,518.04	\$	-	\$	37,518.04
	300	\$	35,394.96	\$	-	\$	35,394.96
	500	\$	6,516.77	\$	-	\$	6,516.77
	600	\$	-	\$	-	\$	-
FUNCTOTAL		\$	285,886.53	\$	-	\$	285,886.53
6100	100	\$	526,060.32	\$	175,000.00	\$	701,060.32
	200	\$	125,040.51	\$	45,900.00	\$	170,940.51
	300	\$	178,272.82	\$	33,924.54	\$	212,197.36
	500	\$	79,581.13	\$	10,306.00	\$	89,887.13
	600	\$	4,240.44	\$	-	\$	4,240.44
	700	\$	1,500.00	\$	-	\$	1,500.00
	900	\$	-	\$	-	\$	-
FUNCTOTAL		\$	914,695.22	\$	265,130.54	\$	1,179,825.76
6200	100	\$	32,000.00	\$	-	\$	32,000.00
	200	\$	9,319.00	\$	-	\$	9,319.00
	300	\$	2,580.00	\$	-	\$	2,580.00
	500	\$	1,000.00	\$	-	\$	1,000.00
	600	\$	225,951.08	\$	-	\$	225,951.08
	700	\$	-	\$	-	\$	-
FUNCTOTAL		\$	270,850.08	\$	-	\$	270,850.08
6300	100	\$	886,426.51	\$	125,000.00	\$	1,011,426.51
	200	\$	240,657.91	\$	32,900.00	\$	273,557.91
	300	\$	166,668.52	\$	-	\$	166,668.52
	500	\$	119,677.77	\$	-	\$	119,677.77
	600	\$	15,021.57	\$	-	\$	15,021.57
	700	\$	13,250.00	\$	-	\$	13,250.00
FUNCTOTAL		\$	1,441,702.28	\$	157,900.00	\$	1,599,602.28
6400	100	\$	1,429,124.05	\$	(662.40)	\$	1,428,461.65
	200	\$	301,681.46	\$	(31,313.49)	\$	270,367.97
	300	\$	269,045.47	\$	76,744.00	\$	345,789.47
	400	\$	-	\$	-	\$	-
	500	\$	45,362.74	\$	-	\$	45,362.74
	600	\$	2,302.94	\$	-	\$	2,302.94
	700	\$	35,079.25	\$	34,838.90	\$	69,918.15
FUNCTOTAL		\$	2,082,595.91	\$	79,607.01	\$	2,162,202.92

**Gadsden County School Board
420 (Federal) Fund Appropriations
Thirteen**

6500	100	\$	35,000.00	\$	-	\$	35,000.00
	200	\$	9,757.00	\$	-	\$	9,757.00
	300	\$	44,040.00	\$	10,000.00	\$	54,040.00
	500	\$	-	\$	-	\$	-
	600	\$	129,570.00	\$	-	\$	129,570.00
	700	\$	-	\$	-	\$	-
FUNCTOTAL		\$	218,367.00	\$	10,000.00	\$	228,367.00
7200	100	\$	15,804.23	\$	20,000.00	\$	35,804.23
	200	\$	4,646.60	\$	21,200.00	\$	25,846.60
	300	\$	1,239.50	\$	-	\$	1,239.50
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	670,749.78	\$	23,298.22	\$	694,048.00
FUNCTOTAL		\$	692,440.11	\$	64,498.22	\$	756,938.33
7300	100	\$	95,000.00	\$	-	\$	95,000.00
	200	\$	13,736.76	\$	-	\$	13,736.76
	300	\$	-	\$	-	\$	-
FUNCTOTAL 7300		\$	108,736.76	\$	-	\$	108,736.76
7400	300	\$	-	\$	20,000.00	\$	20,000.00
	600	\$	11,534.21	\$	30,000.00	\$	41,534.21
FUNCTOTAL 7400		\$	11,534.21	\$	50,000.00	\$	61,534.21
7600	500	\$	-	\$	-	\$	-
FUNCTOTAL		\$	-	\$	-	\$	-
7700	100	\$	82,800.00	\$	578.05	\$	83,378.05
	200	\$	26,245.00	\$	(5,858.44)	\$	20,386.56
	300	\$	8,419.50	\$	-	\$	8,419.50
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	1,000.00	\$	-	\$	1,000.00
FUNCTOTAL		\$	118,464.50	\$	(5,280.39)	\$	113,184.11
7800	100	\$	114,639.48	\$	32,000.00	\$	146,639.48
	200	\$	25,816.39	\$	9,878.00	\$	35,694.39
	300	\$	376,034.69	\$	-	\$	376,034.69
	400	\$	11,137.25	\$	-	\$	11,137.25
	500	\$	1,262.17	\$	-	\$	1,262.17
	600	\$	-	\$	-	\$	-
FUNCTOTAL		\$	528,889.98	\$	41,878.00	\$	570,767.98

**Gadsden County School Board
420 (Federal) Fund Appropriations
Thirteen**

7900	100	\$	16,875.39	\$	-	\$	16,875.39
	200	\$	6,385.96	\$	-	\$	6,385.96
	300	\$	33,824.33	\$	36,000.00	\$	69,824.33
	400	\$	1,836.91	\$	10,000.00	\$	11,836.91
	500	\$	96.40	\$	12,000.00	\$	12,096.40
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
FUNCTOTAL		\$	59,018.99	\$	58,000.00	\$	117,018.99
8100	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	300	\$	-	\$	8,000.00	\$	8,000.00
	500	\$	935.12	\$	-	\$	935.12
	600	\$	-	\$	2,286.00	\$	2,286.00
FUNCTOTAL		\$	935.12	\$	10,286.00	\$	11,221.12
8200	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	500	\$	49,000.00	\$	-	\$	49,000.00
	600	\$	38,500.00	\$	-	\$	38,500.00
FUNCTOTAL		\$	87,500.00	\$	-	\$	87,500.00
9100	100	\$	20,576.16	\$	25,000.00	\$	45,576.16
	200	\$	5,694.23	\$	-	\$	12,294.23
	300	\$	-	\$	-	\$	-
	400	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
FUNCTOTAL		\$	26,270.39	\$	31,600.00	\$	57,870.39
GRANDTOTAL		\$	10,638,150.86	\$	1,619,246.38	\$	12,257,397.24

proj. 4210958

Department of Health and Human Services
Administration for Children and Families
Notice of Award (NOA)

1. RECIPIENT

SAI NUMBER:
FL 9109300469
PMS DOCUMENT NUMBER:
04CH024128

1. AWARDING OFFICE: OA/OGM/Region IV		2. ASSISTANCE TYPE: Discretionary Grant		3. AWARD NO.: 04CH0241/28		4. AMEND. NO.:	
5. TYPE OF AWARD: SERVICE		6. TYPE OF ACTION: Competing Continuation		7. AWARD AUTHORITY: 42 USC 9801 ET SEQ.			
8. BUDGET PERIOD: 12/01/2012 THRU 11/30/2013		9. PROJECT PERIOD: INDEFINITE		10. CAT NO./CFDA: 93.600 ...			
11. RECIPIENT ORGANIZATION: GADSDEN COUNTY SCHOOL DISTRICT 35 MARTIN LUTHER KING JR. BLVD QUINCY FL 32351 Isaac Simmons, Board Chairman				12. PROJECT / PROGRAM TITLE: Refunding			

13. COUNTY: GADSDEN		14. CONGR. DIST: 02		15. PRINCIPAL INVESTIGATOR OR PROGRAM DIRECTOR: MS Carolyn Harden, Head Start Coordinator			
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16. APPROVED BUDGET:		17. AWARD COMPUTATION:			
Personnel.....	\$ 1,010,727	A. NON-FEDERAL SHARE.....		\$ 408,485	20.00 %
Fringe Benefits.....	\$ 290,378	B. FEDERAL SHARE.....		\$ 1,633,940	80.00 %
Travel.....	\$ 19,520	18. FEDERAL SHARE COMPUTATION:			
Equipment.....	\$ 0	A. TOTAL FEDERAL SHARE.....		\$ 1,633,940	
Supplies.....	\$ 38,306	B. UNOBLIGATED BALANCE FEDERAL SHARE.....		\$	
Contractual.....	\$ 73,924	C. FED. SHARE AWARDED THIS BUDGET PERIOD..		\$ 1,633,940	
Facilities/Construction.....	\$ 0	19. AMOUNT AWARDED THIS ACTION:		\$ 1,633,940	
Other.....	\$ 157,786	20. FEDERAL \$ AWARDED THIS PROJECT PERIOD:		\$	
Direct Costs.....	\$ 1,590,641	21. AUTHORIZED TREATMENT OF PROGRAM INCOME: ADDITIONAL COSTS			
Indirect Costs.....	\$ 43,299	22. APPLICANT EIN:		23. PAYEE EIN:	
At % of \$		1-596000615-A1		1-596000615-A1	
In Kind Contributions.....	\$ 0	24. OBJECT CLASS: 41.51			
Total Approved Budget(**)..	\$ 1,633,940				

25. FINANCIAL INFORMATION:						DUNS: 152811279	
ORGN	DOCUMENT NO.	APPROPRIATION	CAN NO.	NEW AMT.	UNOBLIG.	NONFED %	
OGM	04CH024128	75-3-1536	2013 G044120	\$21,234			
OGM	04CH024128	75-3-1536	2013 G044122	\$1,612,706			

26. REMARKS: (Continued on separate sheets)

Client Population: 259.
Number of Delegates: 0.
Paid by DHHS Payment Management System (PMS), see attached for payment information.
This award is subject to the requirements of the HHS Grants Policy Statement (HHS GPS) that are applicable to you based on your recipient type and the purpose of this award.
This includes requirements in Parts I and II (available at <http://www.hhs.gov/asfr/ogapa/grantinformation/hhsgps107.pdf>) of the HHS GPS.
Although consistent with the HHS GPS, any applicable statutory or regulatory requirements, including 45 CFR Part 74 or 92, directly apply to this award apart from any coverage in the HHS GPS.

27. SIGNATURE - ACF GRANTS OFFICER		DATE:		28. SIGNATURE(S) CERTIFYING FUND AVAILABILITY	
Juan Gordon		11/12/12		Paula Oliver 11-08-12	
29. SIGNATURE AND TITLE - PROGRAM OFFICIAL(S)		DATE:			
Jeffrey L. Fredericks, Regional Program Manager		11.9.12			

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEMS: Budget Amendment Number Fourteen

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for this budget amendment that corrects function and object by expenditure as approved by DOE.

FUND SOURCE: 434 (ARRA) Race To The Top

AMOUNT: \$.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

**Gadsden County School Board
434 (ARRA Race To The Top) Fund Appropriations
Budget Amendment Number
Fourteen**

434 FUND			BEGINNING BUDGET 2/8/2013	BUDGET AMENDMENT NUMBER FOURTEEN	BUDGET BALANCE 2/15/2013		
FUNCTION/ OBJECT							
5100	100	\$	572,008.10	\$	1,320.45	\$	573,328.55
K-12 Instructional	200	\$	101,364.14	\$	172.21	\$	101,536.35
	300	\$	(1,200.00)	\$	-	\$	(1,200.00)
	500	\$	221,504.10	\$	-	\$	221,504.10
	600	\$	10,985.12	\$	-	\$	10,985.12
	700	\$	-	\$	-	\$	-
FUNCTOTAL		\$	904,661.46	\$	1,492.66	\$	906,154.12
5200							
Exceptional	100	\$	(3,607.52)	\$	-	\$	(3,607.52)
	200	\$	(276.00)	\$	-	\$	(276.00)
FUNCTOTAL		\$	(3,883.52)	\$	-	\$	(3,883.52)
5300							
Vocational Technical	100	\$	114,524.82	\$	(2,320.45)	\$	112,204.37
	200	\$	34,700.93	\$	727.79	\$	35,428.72
	300	\$	27,235.53	\$	35,640.00	\$	62,875.53
	500	\$	42,125.91	\$	(2,400.00)	\$	39,725.91
	600	\$	78,723.87	\$	(51,140.00)	\$	27,583.87
	700	\$	23,620.00	\$	(5,000.00)	\$	18,620.00
FUNCTOTAL		\$	320,931.06	\$	(24,492.66)	\$	296,438.40
5500							
Pre-Kindergarten	100	\$	40,379.28	\$	-	\$	40,379.28
	200	\$	(4,608.00)	\$	-	\$	(4,608.00)
FUNCTOTAL		\$	35,771.28	\$	-	\$	35,771.28
6100							
Pupil Personnel Service	100	\$	21,000.00	\$	-	\$	21,000.00
	200	\$	2,477.10	\$	-	\$	2,477.10
	300	\$	8,899.52	\$	-	\$	8,899.52
	500	\$	5,802.87	\$	-	\$	5,802.87
	600	\$	1,920.00	\$	-	\$	1,920.00
FUNCTOTAL		\$	40,099.49	\$	-	\$	40,099.49

Gadsden County School Board
434 (ARRA Race To The Top) Fund Appropriations
Budget Amendment Number
Fourteen

6200							
Instructional	100	\$	1,778.93	\$	-	\$	1,778.93
Media Service	200	\$	10,000.00	\$	-	\$	10,000.00
	300	\$	85,909.80	\$	-	\$	85,909.80
FUNCTOTAL		\$	97,688.73	\$	-	\$	97,688.73
6300							
Instructional	200	\$	-	\$	-	\$	-
Curriculum Dev.	300	\$	(2,350.98)	\$	-	\$	(2,350.98)
FUNCTOTAL		\$	(2,350.98)	\$	-	\$	(2,350.98)
6400							
Instructional	100	\$	29,234.59	\$	-	\$	29,234.59
Instructional	200	\$	64,365.00	\$	-	\$	64,365.00
Staff Training	300	\$	41,036.93	\$	15,400.00	\$	56,436.93
	500	\$	12,952.00	\$	-	\$	12,952.00
	600	\$	18,538.00	\$	-	\$	18,538.00
	700	\$	5,406.29	\$	-	\$	5,406.29
FUNCTOTAL		\$	171,532.81	\$	15,400.00	\$	186,932.81
6500							
Instructional	300	\$	14,000.00	\$	-	\$	14,000.00
Instructional	600	\$	1,902.02	\$	4,000.00	\$	5,902.02
Related	700	\$	60,117.63	\$	(5,000.00)	\$	55,117.63
Technology							
FUNCTOTAL		\$	76,019.65	\$	(1,000.00)	\$	75,019.65
7200							
General Admin.	600	\$	-	\$	-	\$	-
	700	\$	14,988.56	\$	-	\$	14,988.56
FUNCTOTAL		\$	14,988.56	\$	-	\$	14,988.56
7300							
School Admin	100	\$	31,002.32	\$	-	\$	31,002.32
	200	\$	4,042.50	\$	-	\$	4,042.50
FUNCTOTAL		\$	35,044.82	\$	-	\$	35,044.82
7400							
Facilities Acq	300	\$	31,573.95	\$	-	\$	31,573.95
	600	\$	5,000.00	\$	-	\$	5,000.00
FUNCTOTAL		\$	36,573.95	\$	-	\$	36,573.95

**Gadsden County School Board
434 (ARRA Race To The Top) Fund Appropriations
Budget Amendment Number
Fourteen**

7700	100	\$	5,000.00	\$	-	\$	5,000.00
Central Services	200	\$	44,592.26	\$	-	\$	44,592.26
	300	\$	2,982.97	\$	-	\$	2,982.97
FUNCTOTAL		\$	52,575.23	\$	-	\$	52,575.23
7800	100	\$	1,602.00	\$	1,400.00	\$	3,002.00
Transportation	200	\$	2,122.60	\$	2,150.00	\$	4,272.60
	300	\$	21,000.00	\$	5,050.00	\$	26,050.00
	600	\$	5,805.15	\$	-	\$	5,805.15
FUNCTOTAL		\$	30,529.75	\$	8,600.00	\$	39,129.75
8200	100	\$	-	\$	-	\$	-
Admin	200	\$	-	\$	-	\$	-
Technology	300	\$	7,925.55	\$	-	\$	7,925.55
Services	400	\$	-	\$	-	\$	-
FUNCTOTAL		\$	7,925.55	\$	-	\$	7,925.55
GRANDTOTAL		\$	1,818,107.84	\$	0.00	\$	1,818,107.84

Gadsden County School Board
 434 (ARRA Race To The Top) Fund Estimated Revenue
 Budget Amendment Number
 Fourteen

434 REVENUE OBJECT	ESTIMATED REVENUE 2/8/13	BUDGET AMENDMENT NUMBER FOURTEEN	ENDING ESTIMATED 2/15/2013
214	\$ 1,818,107.84	\$ -	\$ 1,818,107.84
GRAND TOTAL	\$ 1,818,107.84	\$ -	\$ 1,818,107.84

1 PROJECT RECIPIENT Gadsden County School District	2 PROJECT NUMBER 200-RS611-3C002						
3 PROJECT/PROGRAM TITLE Race to the Top-Improve & Expand Career & Professional Academies CAPE for Science, Technology, Engineering & Mathematics STEM <p style="text-align: right;">TAPS 13AT60</p>	4 AUTHORITY 84.395A Race to the Top Fund						
5 AMENDMENT INFORMATION Amendment Number: 2 Type of Amendment: Budget: Changes Effective Date: 12/20/2012	6 PROJECT PERIODS Budget Period: 07/01/2012 - 06/30/2013 Program Period: 06/07/2011 - 06/30/2013						
7 AUTHORIZED FUNDING Current Approved Budget: \$ 230,732.81 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 230,732.81	8 REIMBURSEMENT OPTION Federal Cash Advance						
9 9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2013</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2013</u> • Last date for receipt of proposed budget and program amendments: <u>06/30/2013</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: 							
10 DOE CONTACTS Program: Jodi Tillman Phone: (850) 245 - 9439 Email: Jodi.Tillman@fldoe.org Grants Management: A (850) 245-0496	11 DOE FISCAL DATA DBS: 03 90 10 EO: S6 Object: 720035						
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. • For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. Any unexpended general revenue funds must be returned by check issued to the Florida Department of Education with the final expenditure report. The check must clearly identify the project number for which funds are being returned. • In the event that the Governor and Cabinet are required to impose a mandatory reserve on the current year appropriation, this Agreement shall be amended to place in reserve the amount determined by the Department of Education to be necessary because of the mandatory reserve in the appropriation. • 2 CFR 176.210(b) and (d), provides that recipients are to require their subrecipients to specifically identify Recovery Act funding on their Schedule of Expenditures of Federal Awards (SEFA) by identifying expenditures for Federal awards made under the Recovery Act separately on the SEFA and as separate rows on the Data Collection Form (SF-SAC) required by OMB Circular A-133. Further, in identifying Recovery Act expenditures, the prefix "ARRA" must be used in the name of the Federal program. The information allows the recipient to properly monitor subrecipient expenditure of ARRA funds as well as oversight by the Federal awarding agencies, Offices of Inspector General and the Government Accountability Office. <p style="margin-top: 20px;">Funds are available via Federal Cash Advance up to the amount budgeted and approved for each quarter as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">2011-2012</th> <th style="width: 33%;">2012-2013</th> <th style="width: 33%;">Total</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">\$ 141,653.19</td> <td style="text-align: center;">\$ 230,732.81</td> <td style="text-align: center;">\$ 372,386.00</td> </tr> </tbody> </table>		2011-2012	2012-2013	Total	\$ 141,653.19	\$ 230,732.81	\$ 372,386.00
2011-2012	2012-2013	Total					
\$ 141,653.19	\$ 230,732.81	\$ 372,386.00					

13 APPROVED:

[Signature]
 Authorized Official on behalf of Pam Stewart
 Commissioner of Education

4/11/13
 Date of Signing



A) Gadsden District/Agency Name B) 200-RS611-3C002 Project Number / 13AT60 TAPS Number

C) 2 Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved \$ <u>230,732.81</u>	E) Total Project Amount resulting from this Budget Amendment \$ <u>230,732.81</u>
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F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
5300	123	Salary – teacher supplements for teacher supplements for CTSO participation		21,000	
	126	Classroom teacher hourly employee for CTSO sponsorship			24,000
	140	Substitute teacher pay to cover CTE teachers attending training, workshops, field trips, etc.		2,000.00	
	220	Employee Benefits: Social Security		650.00	
	232	Employee Benefits: Board Life		250.00	
	360	Rental – purchase software licenses for industry certification, software for classroom use		35,640.00	
	510	Supplies		7,600.00	
	520	Instructional textbooks as necessary to bring CTE programs updated versions into schools			10,000.00
	621	Capitalized AV Materials			1,500.00
	691	Software more than \$750 purchased for CTE programs.			49,640.00
	730	Dues and fees for CTE students and staff for competitions, conferences, etc.			5,000.00



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEMS: Budget Amendment Number Fifteen

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

This budget amendment reconciles appropriations and fund balance to final budget due to encumbrances at 6/30/12.

FUND SOURCE: 394 (Capital) Funds

AMOUNT: \$ - 66,505.14

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

Gadsden County School Board
 Estimated Revenue
 3XX
 Capital Funds
 Budget Amendment
 Number Fifteen

360 FUND CO & DS	REVENUE OBJECT	ESTIMATED REVENUE 6/30/2012	BUDGET AMENDMENT NUMBER THIRTY-FOUR	ENDING ESTIMATED REVENUE 6/30/2012
	320	40,000.00		
	321	\$ -	\$ 40,000.00	\$ 40,000.00
	TOTAL	\$ -	\$ 40,000.00	\$ 40,000.00

379 FUND Capital Improvements	REVENUE OBJECT	ESTIMATED REVENUE 6/30/2012	BUDGET AMENDMENT NUMBER THIRTY-FOUR	ENDING ESTIMATED REVENUE 6/30/2012
	413	\$ 2,002,788.00	\$ 91,204.09	\$ 2,093,992.09
	421	\$ -	\$ 10,123.04	\$ 10,123.04
	431	\$ -	\$ 9,347.39	\$ 9,347.39
	TOTAL	\$ 2,002,788.00	\$ 110,674.52	\$ 2,113,462.52

391 FUND LCI Fund	REVENUE OBJECT	ESTIMATED REVENUE 6/30/2012	BUDGET AMENDMENT NUMBER THIRTY-FOUR	ENDING ESTIMATED REVENUE 6/30/2012
	397	\$ 104,871.00	\$ (3,283.11)	\$ 101,587.89
	TOTAL	\$ 104,871.00	\$ (3,283.11)	\$ 101,587.89

Gadsden County School Board
 Estimated Revenue
 3XX
 Capital Funds
 Budget Amendment
 Number Fifteen

394 Class Size Reduction	REVENUE OBJECT	ESTIMATED REVENUE 2/15/2013	BUDGET AMENDMENT NUMBER FIFTEEN	ENDING ESTIMATED REVENUE 2/15/2013
	431	\$ -	\$ 966.36	\$ 966.36
	TOTAL	\$ -	\$ 966.36	\$ 966.36

395 Classrooms for Kids	REVENUE OBJECT	ESTIMATED REVENUE 6/30/2012	BUDGET AMENDMENT NUMBER THIRTY-FOUR	ENDING ESTIMATED REVENUE 6/30/2012
	431	\$ -	\$ 21.55	\$ 21.55
	TOTAL	\$ -	\$ 21.55	\$ 21.55

Gadsden County School Board
 Appropriations for 3XX
 Capital Funds
 Budget Amendment Number Fifteen

360 FUND CO & DS Funds		BEGINNING BUDGET 2/15/2013	BUDGET AMENDMENT FIFTEEN	BUDGET BALANCE 2/15/2013
7400	600	\$ 40,000.00	\$ -	\$ 40,000.00
FUNCTOTAL		\$ 40,000.00	\$ -	\$ 40,000.00
379 FUND Capital Improvements		BEGINNING BUDGET 2/15/2013	BUDGET AMENDMENT FIFTEEN	BUDGET BALANCE 2/15/2013
7400	600	\$ 3,500,000.00	\$ -	\$ 3,500,000.00
FUNCTOTAL		\$ 3,500,000.00	\$ -	\$ 3,500,000.00
7600	600	\$ -	\$ -	\$ -
FUNCTOTAL		\$ -	\$ -	\$ -
9700	900	\$ 900,000.00	\$ -	\$ 900,000.00
FUNCTOTAL		\$ -	\$ -	\$ 900,000.00
391 FUND LCI Fund		BEGINNING BUDGET 2/15/2013	BUDGET AMENDMENT FIFTEEN	BUDGET BALANCE 2/15/2013
7400	600	\$ 104,871.00	\$ -	\$ 104,871.00
9700	900	\$ -	\$ -	\$ -
FUNCTOTAL		\$ 104,871.00	\$ -	\$ 104,871.00

Gadsden County School Board
 Appropriations for 3XX
 Capital Funds
 Budget Amendment Number Fifteen

394 CLASS SIZE REDUCTION		BEGINNING BUDGET 2/15/2013		BUDGET AMENDMENT FIFTEEN		BUDGET BALANCE 2/15/2013
7400	300	\$ 214,018.50		\$ (66,505.14)		\$ 147,513.36
	600	\$ -		\$ -		\$ -
FUNCTOTAL		\$ 214,018.50	\$ -	\$ (66,505.14)	\$ -	\$ 147,513.36

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEMS: Budget Amendment Number Sixteen

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

This budget amendment establishes budget for the following projects:

Postsecondary Education Readiness Assessment	\$ 1,226.70
Learning for Life	\$ 23,000.00
Americorp 11-12 carry forward	\$ 57,211.83
Americorp 12-13	\$ 323,619.00

FUND SOURCE: 110 (General) Funds

AMOUNT: \$ 405,057.53

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

**Gadsden County School Board
110 (General) Fund Appropriations
Budget Amendment Number
Sixteen**

110 FUND					
FUNCTION/ OBJECT		BEGINNING BUDGET 2/19/2013	BUDGET AMENDMENT NUMBER SIXTEEN	BUDGET BALANCE 2/19/2013	
5100	100	\$ 11,174,879.37	\$ (1,130.12)	\$ 11,173,749.25	
K-12 Instructional	200	\$ 2,471,141.93	\$ (86.48)	\$ 2,471,055.45	
	300	\$ 2,495,327.82	\$ 3,587.71	\$ 2,498,915.53	
	400	\$ -	\$ -	\$ -	
	500	\$ 811,391.44	\$ 113,501.37	\$ 924,892.81	
	600	\$ 19,769.90	\$ 423.89	\$ 20,193.79	
	700	\$ 10,666.85	\$ 1,615.00	\$ 12,281.85	
FUNCTOTAL		\$ 16,983,177.31	\$ 117,911.37	\$ 17,101,088.68	
5200	100	\$ 2,450,991.29	\$ -	\$ 2,450,991.29	
Exceptional Instruction	200	\$ 526,192.31	\$ -	\$ 526,192.31	
	300	\$ 491,741.63	\$ -	\$ 491,741.63	
	500	\$ -	\$ -	\$ -	
FUNCTOTAL		\$ 3,468,925.23	\$ -	\$ 3,468,925.23	
5300	100	\$ 155,798.45	\$ -	\$ 155,798.45	
Vocational Technical	200	\$ 36,404.70	\$ -	\$ 36,404.70	
	300	\$ -	\$ -	\$ -	
	500	\$ -	\$ -	\$ -	
FUNCTOTAL		\$ 192,203.15	\$ -	\$ 192,203.15	
5400	100	\$ 725,261.76	\$ (22,465.76)	\$ 702,796.00	
5400 Adult	200	\$ 104,613.69	\$ 12,687.18	\$ 117,300.87	
	300	\$ 397.01	\$ -	\$ 397.01	
	400	\$ -	\$ -	\$ -	
	500	\$ 437.49	\$ 30,400.00	\$ 30,837.49	
	600	\$ 6,213.83	\$ 34,315.52	\$ 40,529.35	
	700	\$ 1,777.00	\$ -	\$ 1,777.00	
	FUNCTOTAL		\$ 838,700.78	\$ 54,936.94	\$ 893,637.72
5500	100	\$ 422,072.42	\$ -	\$ 422,072.42	
Pre-Kindergarten	200	\$ 113,776.69	\$ -	\$ 113,776.69	
	300	\$ -	\$ -	\$ -	
	500	\$ 30,315.86	\$ 366.79	\$ 30,682.65	
	600	\$ 40.95	\$ -	\$ 40.95	
	700	\$ -	\$ -	\$ -	
FUNCTOTAL		\$ 566,205.92	\$ 366.79	\$ 566,572.71	

**Gadsden County School Board
110 (General) Fund Appropriations
Budget Amendment Number
Sixteen**

5900	100	\$	2,489.75	\$	-	\$	2,489.75
Other	200	\$	333.68	\$	-	\$	333.68
Instruction	300	\$	23,000.00	\$	23,000.00	\$	46,000.00
	500	\$	127.30	\$	4,796.00	\$	4,923.30
FUNCTOTAL		\$	25,950.73	\$	27,796.00	\$	53,746.73
6100	100	\$	1,148,311.17	\$	6,855.00	\$	1,155,166.17
Pupil	200	\$	253,920.67	\$	1,609.00	\$	255,529.67
Personnel	300	\$	203,252.52	\$	-	\$	203,252.52
Services	400	\$	-	\$	-	\$	-
	500	\$	30,683.49	\$	3,195.00	\$	33,878.49
	600	\$	401.25	\$	-	\$	401.25
	700	\$	7,316.00	\$	-	\$	7,316.00
FUNCTOTAL		\$	1,643,885.10	\$	11,659.00	\$	1,655,544.10
6200	100	\$	444,967.50	\$	-	\$	444,967.50
Instructional	200	\$	123,475.33	\$	(16,709.31)	\$	106,766.02
Media	300	\$	168,817.71	\$	(78,374.45)	\$	90,443.26
Service	500	\$	21,471.95	\$	(15,188.32)	\$	6,283.63
	600	\$	12,296.88	\$	-	\$	12,296.88
	700	\$	-	\$	-	\$	-
6200 FUNCTOTAL		\$	771,029.37	\$	(110,272.08)	\$	660,757.29
6300	100	\$	845,119.57	\$	-	\$	845,119.57
Instructional	200	\$	171,721.22	\$	-	\$	171,721.22
Curriculum Dev.	300	\$	11,044.06	\$	-	\$	11,044.06
	400	\$	-	\$	-	\$	-
	500	\$	2,707.12	\$	-	\$	2,707.12
	600	\$	4,014.64	\$	-	\$	4,014.64
	700	\$	690.33	\$	-	\$	690.33
FUNCTOTAL		\$	1,035,296.94	\$	-	\$	1,035,296.94
6400	100	\$	74,865.12	\$	(48,970.97)	\$	25,894.15
Instructional	200	\$	14,448.48	\$	-	\$	14,448.48
Staff Training	300	\$	49,530.62	\$	5,314.00	\$	54,844.62
	400	\$	-	\$	-	\$	-
	500	\$	17,909.35	\$	30.58	\$	17,939.93
	600	\$	-	\$	-	\$	-
	700	\$	6,666.64	\$	-	\$	6,666.64
FUNCTOTAL		\$	163,420.21	\$	(43,626.39)	\$	119,793.82

**Gadsden County School Board
110 (General) Fund Appropriations
Budget Amendment Number
Sixteen**

6500	100	\$	35,244.12	\$	-	\$	35,244.12
Instruction	200	\$	9,146.37	\$	-	\$	9,146.37
Related Tech	300	\$	777.82	\$	-	\$	777.82
Instruction	500	\$	-	\$	-	\$	-
FUNCTOTAL		\$	45,168.31	\$	-	\$	45,168.31
7100	100	\$	141,721.74	\$	-	\$	141,721.74
Board of	200	\$	199,666.09	\$	-	\$	199,666.09
Education	300	\$	135,738.15	\$	-	\$	135,738.15
	500	\$	4,419.96	\$	(707.00)	\$	3,712.96
	600	\$	4,209.32	\$	-	\$	4,209.32
	700	\$	95,254.72	\$	-	\$	95,254.72
FUNCTOTAL		\$	581,009.98	\$	(707.00)	\$	580,302.98
7200	100	\$	247,768.21	\$	-	\$	247,768.21
Superintendent &	200	\$	121,716.04	\$	-	\$	121,716.04
Deputy Supt.	300	\$	65,049.25	\$	(750.05)	\$	64,299.20
	500	\$	14,979.03	\$	(1,000.00)	\$	13,979.03
	600	\$	3,706.09	\$	-	\$	3,706.09
	700	\$	12,706.98	\$	3,237.00	\$	15,943.98
FUNCTOTAL		\$	465,925.60	\$	1,486.95	\$	467,412.55
7300	100	\$	2,642,842.83	\$	-	\$	2,642,842.83
School	200	\$	573,576.99	\$	-	\$	573,576.99
Administration	300	\$	7,815.82	\$	700.00	\$	8,515.82
Principals	500	\$	16,297.78	\$	1,500.00	\$	17,797.78
	600	\$	-	\$	1,150.00	\$	1,150.00
	700	\$	99.00	\$	150.00	\$	249.00
FUNCTOTAL		\$	3,240,632.42	\$	3,500.00	\$	3,244,132.42
7400	100	\$	66,189.88	\$	-	\$	66,189.88
Facilities Acq	200	\$	15,730.36	\$	-	\$	15,730.36
& Construction	300	\$	53,969.89	\$	-	\$	53,969.89
FUNCTOTAL		\$	135,890.13	\$	-	\$	135,890.13
7500	100	\$	313,895.42	\$	-	\$	313,895.42
Fiscal	200	\$	66,316.69	\$	-	\$	66,316.69
Services	300	\$	62,742.18	\$	-	\$	62,742.18
	500	\$	9,386.64	\$	-	\$	9,386.64
	600	\$	-	\$	-	\$	-
	700	\$	1,484.00	\$	-	\$	1,484.00
FUNCTOTAL		\$	453,824.93	\$	-	\$	453,824.93

**Gadsden County School Board
110 (General) Fund Appropriations
Budget Amendment Number
Sixteen**

7600	100	\$	-	\$	-	\$	-
Food Service	200	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
FUNCTOTAL		\$	-	\$	-	\$	-
7700	100	\$	202,604.81	\$	-	\$	202,604.81
Central	200	\$	42,679.67	\$	-	\$	42,679.67
Services	300	\$	75,289.07	\$	1,000.00	\$	76,289.07
	500	\$	13,211.36	\$	-	\$	13,211.36
	600	\$	898.00	\$	-	\$	898.00
	700	\$	5,072.70	\$	(96.65)	\$	4,976.05
FUNCTOTAL		\$	339,755.61	\$	903.35	\$	340,658.96
7800	100	\$	2,028,615.26	\$	9,264.78	\$	2,037,880.04
Transportation	200	\$	581,050.61	\$	1,975.00	\$	583,025.61
	300	\$	154,794.66	\$	22,911.77	\$	177,706.43
	400	\$	579,867.83	\$	-	\$	579,867.83
	500	\$	234,192.61	\$	-	\$	234,192.61
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
FUNCTOTAL		\$	3,578,520.97	\$	34,151.55	\$	3,612,672.52
7900	100	\$	1,177,216.02	\$	-	\$	1,177,216.02
Operation of	200	\$	369,346.42	\$	-	\$	369,346.42
Plant	300	\$	1,902,990.60	\$	3,552.00	\$	1,906,542.60
	400	\$	1,905,288.19	\$	-	\$	1,905,288.19
	500	\$	77,096.30	\$	-	\$	77,096.30
	600	\$	21,900.00	\$	-	\$	21,900.00
	700	\$	1,899.83	\$	-	\$	1,899.83
FUNCTOTAL		\$	5,455,737.36	\$	3,552.00	\$	5,459,289.36
8100	100	\$	547,911.37	\$	-	\$	547,911.37
Maintenance	200	\$	134,431.58	\$	-	\$	134,431.58
of Plant	300	\$	665,767.06	\$	2,433.77	\$	668,200.83
	400	\$	9,925.59	\$	-	\$	9,925.59
	500	\$	199,330.46	\$	-	\$	199,330.46
	600	\$	23,006.81	\$	-	\$	23,006.81
	700	\$	2,842.46	\$	-	\$	2,842.46
FUNCTOTAL		\$	1,583,215.33	\$	2,433.77	\$	1,585,649.10

**Gadsden County School Board
110 (General) Fund Appropriations
Budget Amendment Number
Sixteen**

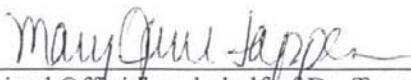

8200	100	\$	174,414.65	\$	-	\$	174,414.65
Admin.	200	\$	38,276.77	\$	-	\$	38,276.77
Technology	300	\$	187,799.68	\$	-	\$	187,799.68
	400	\$	-	\$	-	\$	-
Services	500	\$	16,756.15	\$	23.56	\$	16,779.71
	600	\$	18,810.61	\$	-	\$	18,810.61
	700	\$	21,478.80	\$	-	\$	21,478.80
FUNCTOTAL		\$	457,536.66	\$	23.56	\$	457,560.22
9100	100	\$	-	\$	286,941.72	\$	286,941.72
Community	200	\$	-	\$	14,000.00	\$	14,000.00
Services	300	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
FUNCTOTAL		\$	-	\$	300,941.72	\$	300,941.72
9700	900	\$	-	\$	-	\$	-
Transfer of				\$	-		
Funds				\$	-		
FUNCTOTAL		\$	-	\$	-	\$	-
GRANDTOTAL		\$	42,026,012.04	\$	405,057.53	\$	42,431,069.57

Gadsden County School Board
 110 (General) Fund Estimated Revenue
 Budget Amendment Number
 Sixteen

110 FUND REVENUE OBJECT	ESTIMATED REVENUE 2-19-13	BUDGET AMENDMENT SIXTEEN	ENDING ESTIMATED REVENUE 2-19-13
191	\$ 134,389.00	\$ -	\$ 134,389.00
202	\$ 150,000.00	\$ -	\$ 150,000.00
280	\$ -	\$ 380,830.83	\$ 380,830.83
310	\$ 21,607,616.00	\$ -	\$ 21,607,616.00
315	\$ 817,089.00	\$ -	\$ 817,089.00
317	\$ 4,625.00	\$ -	\$ 4,625.00
318	\$ 272,048.00	\$ -	\$ 272,048.00
323	\$ -	\$ -	\$ -
341	\$ 223,250.00	\$ -	\$ 223,250.00
342	\$ 8,467.00	\$ -	\$ 8,467.00
343	\$ 17,000.00	\$ -	\$ 17,000.00
355	\$ 5,926,750.00	\$ -	\$ 5,926,750.00
361	\$ 322,721.00	\$ -	\$ 322,721.00
363	\$ -	\$ -	\$ -
371	\$ 780,649.00	\$ -	\$ 780,649.00
390	\$ -	\$ 24,226.70	\$ 24,226.70
399	\$ 5,000.00	\$ -	\$ 5,000.00
411	\$ 8,303,557.62	\$ -	\$ 8,303,557.62
425	\$ 1,000.00	\$ -	\$ 1,000.00
430	\$ 10,000.00	\$ -	\$ 10,000.00
440	\$ -	\$ -	\$ -
462	\$ 45,000.00	\$ -	\$ 45,000.00
467	\$ 5,000.00	\$ -	\$ 5,000.00
473	\$ -	\$ -	\$ -
490	\$ 300,000.00	\$ -	\$ 300,000.00
491	\$ -	\$ -	\$ -
494	\$ -	\$ -	\$ -
495	\$ -	\$ 900,000.00	\$ 900,000.00
630	\$ 900,000.00	\$ -	\$ 900,000.00
GRAND TOTAL	\$ 39,834,161.62	\$ 405,057.53	\$ 40,239,219.15

**Florida Department of Education
Project Award Notification**

1105930

1 PROJECT RECIPIENT Gadsden County School District	2 PROJECT NUMBER 200-99750-3ST01
3 PROJECT/PROGRAM TITLE Postsecondary Education Readiness Assessment <p align="center">TAPS 13A200</p>	4 AUTHORITY L.I. 115 General Appropriations Act - SBE
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 01/18/2013 - 06/30/2013 Program Period: 01/18/2013 - 06/30/2013
7 AUTHORIZED FUNDING Current Approved Budget: \$ 1,226.70 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 1,226.70	8 REIMBURSEMENT OPTION Quarterly Advance to Public Entity
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2013</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2013</u> • Last date for receipt of proposed budget and program amendments: <u>06/30/2013</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: 	
10 DOE CONTACTS Program: Sandra Dilger Phone: (850) 245 - 0824 Email: Sandra.Dilger@fldoe.org Grants Management: Unit A (850) 245-0496	11 DOE FISCAL DATA DBS: 08 20 01 EO: 92 Object: 720035
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. • Any unexpended general revenue funds must be returned by check issued to the Florida Department of Education, with the final expenditure report. The check must clearly identify the project number for which funds are being returned. • In the event that the Governor and Cabinet are required to impose a mandatory reserve on the current year appropriation, this Agreement shall be amended to place in reserve the amount determined by the Department of Education to be necessary because of the mandatory reserve in the appropriation. • Record of postsecondary readiness test scores provided by McCann Associates or appropriate testing company to districts, schools, students, and FDOE. Test score will be kept in a state test repository. 	
13 APPROVED: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <hr style="width: 100%;"/> Authorized Official on behalf of Dr. Tony Bennett Commissioner of Education </div> <div style="width: 45%; text-align: center;"> <p style="font-size: 2em; font-family: cursive;">1/23/13</p> <hr style="width: 100%;"/> Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

DOE-200
Revised 02/05

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Gadsden County Public Schools

B) DOE Assigned Project Number: 260-99750-3S001¹

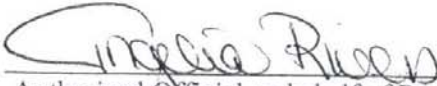
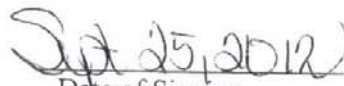

C) TAPS Number: 13A200

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	590	Math (435 tests) x \$0.94		\$ 408.90		✓	✓	✓
5100	590	Writing (435 tests) x \$0.95		\$ 408.90		✓	✓	✓
5100	590	Reading (435 tests) x \$0.96		\$ 408.90		✓	✓	✓
D) TOTAL				\$ 1,226.70				

408.90 +
408.90 +
408.90 +
1,226.70 *

**Florida Department of Education
Project Award Notification**

Proj. 1105630

1 PROJECT RECIPIENT Gadsden County School District	2 PROJECT NUMBER 200-97260-3SL01
3 PROJECT/PROGRAM TITLE Learning for Life <p align="right">TAPS 13A330</p>	4 AUTHORITY L. I. 92A 48.040 General Appropriations Act
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2012 - 06/30/2013 Program Period: 07/01/2012 - 06/30/2013
7 AUTHORIZED FUNDING Current Approved Budget: \$ 23,000.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 23,000.00	8 REIMBURSEMENT OPTION Quarterly Advance to Public Entity
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2013</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2013</u> • Last date for receipt of proposed budget and program amendments: <u>06/30/2013</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: 	
10 DOE CONTACTS Program: Kathleen Forsyth Phone: (850) 245 - 0695 Email: Kathleen.Forsyth@fldoe.org Grants Management: Unit A (850) 245-0496	11 DOE FISCAL DATA DBS: 40 90 60 EO: 72 Object: 720000
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. • Any unexpended general revenue funds must be returned by check issued to the Florida Department of Education, with the final expenditure report. The check must clearly identify the project number for which funds are being returned. • In the event that the Governor and Cabinet are required to impose a mandatory reserve on the current year appropriation, this Agreement shall be amended to place in reserve the amount determined by the Department of Education to be necessary because of the mandatory reserve in the appropriation. • For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances. 	
13 APPROVED: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <hr/> Authorized Official on behalf of Pam Stewart Commissioner of Education </div> <div style="width: 30%; text-align: center;">  Date of Signing </div> <div style="width: 15%; text-align: right;">  </div> </div>	

DOE-200
Revised 02/05

VOLUNTEER FLORIDA

Governor Rick Scott

September 25, 2012

Commissioners

Mike Andrew
Chairman
Orange County

Susan Towler
Vice Chairman
Duval County

Marcia Gonzalez
Treasurer
Miami-Dade County

Chucha Barber
Leon County

Carol Graham
St. Lucie County

Autumn Karlinsky
Broward County

Penny Miller
Marion County

Frank Nappo
Collier County

Justin Quiggle
St. Johns County

Suzanne Richards
Ex-officio
Orange County

Jerry Roden
Indian River County

Maritza Rovira-Forino
Hillsborough County

Charles Scriven
Leon County

Chester W. Spellman
Chief Executive Officer

Bonnie Wood
Assistant Superintendent of Business & Finance
Gadsden County Schools
35 Martin Luther King Junior Boulevard
Quincy, FL 32351

Dear Ms. Wood,

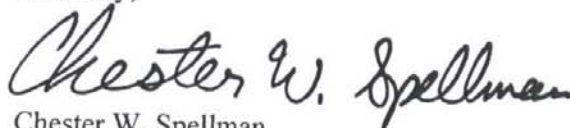
Congratulations! On behalf of Volunteer Florida, the Governor's Commission on Community Service, we are pleased to announce that **\$323,619** has been granted to **Gadsden County Schools** for **34 AmeriCorps** members! These members will serve in **AmeriCorps Gadsden Reads** program. In addition to this program grant, **\$139,394** in college scholarships will be awarded to participating AmeriCorps members upon their successful graduation, resulting in a **total grant of \$463,013!**

This grant is a result of funding from the Corporation for National and Community Service (CNCS). Your contract is now fully executed. Enclosed is an original copy of the executed agreement with original signatures.

National Service programs like AmeriCorps Gadsden Reads continue to strengthen communities across Florida. Your work is invaluable and we look forward to another successful program year!

If you have any questions, please contact your Program Consultant, Ericka McKibbin. Thank you for engaging AmeriCorps members in your mission to meet critical needs in Gadsden County!

Sincerely,



Chester W. Spellman
Chief Executive Officer

cc: Mike Andrew, Chairman
Commissioners

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE

Standard Form 424 (Rev. 02/07 to conform to the Corporation's eGrants System)

1. TYPE OF SUBMISSION:

Application Non-Construction

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):

3. DATE RECEIVED BY STATE:

20-JUN-12

STATE APPLICATION IDENTIFIER:

06AFHFL0010042

2b. APPLICATION ID:
12AC139060

4. DATE RECEIVED BY FEDERAL AGENCY:

FEDERAL IDENTIFIER:

5. APPLICATION INFORMATION

LEGAL NAME: The School Board of Gadsden County

DUNS NUMBER: 152811279

ADDRESS (give street address, city, state, zip code and county):
35 Martin Luther King Jr. Blvd.
Quincy FL 32351 - 4411
County: Gadsden

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):

NAME: Bea B. Hopkins

TELEPHONE NUMBER: (850) 627-9409

FAX NUMBER: (850) 627-6695

INTERNET E-MAIL ADDRESS: hopkinsbe@mail.gcps.k12.fl.us

6. EMPLOYER IDENTIFICATION NUMBER (EIN):
596000615

7. TYPE OF APPLICANT:

7a. Local Government - Municipal

7b. Local Education Agency

8. TYPE OF APPLICATION (Check appropriate box).

NEW NEW/PREVIOUS GRANTEE
 CONTINUATION AMENDMENT

If Amendment, enter appropriate letter(s) in box(es):

A. AUGMENTATION B. BUDGET REVISION

C. NO COST EXTENSION D. OTHER (specify below):

9. NAME OF FEDERAL AGENCY:

Corporation for National and Community Service

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006

10b. TITLE: AmeriCorps State

11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

AmeriCorps Gadsden Reads

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):

Chattahoochee, Greensboro, Gretna, Havana, Midway, and Quincy. Gadsden County and the state of Florida.

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

13. PROPOSED PROJECT: START DATE: 08/02/12 END DATE: 07/31/13

14. CONGRESSIONAL DISTRICT OF: a.Applicant b.Program

15. ESTIMATED FUNDING: Year #:

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:

DATE:

NO. PROGRAM IS NOT COVERED BY E.O. 12372

a. FEDERAL \$ 323,619.00

b. APPLICANT \$ 327,298.00

c. STATE \$ 0.00

d. LOCAL \$ 0.00

e. OTHER \$ 0.00

f. PROGRAM INCOME \$ 0.00

g. TOTAL \$ 650,917.00

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

YES if "Yes," attach an explanation. NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:
Bea B. Hopkins

b. TITLE:
Program Director

c. TELEPHONE NUMBER:
(850) 627-9409

d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:

Bea Hopkins

e. DATE SIGNED:
06/20/12

Item -Calculation	CNCS Share	Grantee Share	Total Amount
office supplies, member supplies, storages, pens, paper, ink, and name tags.: Office supplies and members supplies monthly cost 266.25x12	3,195	0	3,195
CATEGORY Totals	3,195	0	3,195

F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0

G. Training

Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Staff will attend staff Development and Administrators/Technology trainings that are provided by outside contractors for the district.: 2x750-1500- Daily Rate of 750	0	1,500	1,500
CATEGORY Totals	0	1,500	1,500

Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
26 members will attend SRA and FAIR that is provided by outside contractors, conflict/diversity, Member Development, resume training are provided by trainers within the district.: 4 x 750- Daily Rate of 750	0	3,000	3,000
CPR training for 20 FT members: 20 x 50- Daily Rate of 50	1,000	0	1,000
CATEGORY Totals	1,000	3,000	4,000

H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Statewide Evaluation: - Daily Rate of 1000	1,000	0	1,000
CATEGORY Totals	1,000	0	1,000

I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Phone bill long distance calls included: 12 x 100=1200	1,200	0	1,200
Service Gears: 23 x 35	805	0	805
CNCS Sponsor Meetings and National Conferences: Plane ticket 600.00 registration fee 400.00	1,000	0	1,000

Staff and members office spaces based on Sq.Ft.: 3x6642	0	19,926	19,926
classroom space for members: 440sq.ft.@2.38 per sq. ftx12x3.=37,700	0	37,700	37,700
Inkind Teachers salaries and Benefits: .05 of Teachers (34) Salaries: 114,799 Benefits 26,864	0	141,663	141,663
Inkind Principals salaries at 5%: 5% of Principals salaries:23,130	0	23,130	23,130
Monthly lease fee for copier and 2000 copies per month.: 196.00 a month	2,352	0	2,352
CATEGORY Totals	5,357	222,419	227,776
SECTION Totals	22,330	277,533	299,863
PERCENTAGE	7%	93%	

Section II. Member Costs

A. Living Allowance

Item - # Mbrs w/ Allow -Allowance Rate - # Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 20 Member(s) at a rate of 12100 each Members W/O allowance 0	242,000	0	242,000
1-Year Half Time (900 hours): 6 Member(s) at a rate of 6406 each Members W/O allowance 0	38,436	0	38,436
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): 4 Member(s) at a rate of 904 each Members W/O allowance 4	3,616	0	3,616
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
CATEGORY Totals	284,052	0	284,052

B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: .0765 x 280,486 there is no FICA deductions for the Quarter-time members (3616)	0	21,457	21,457
Worker's Compensation: .0048 x 284,052	0	1,363	1,363
Health Care: 20 x 120 x 12	14,000	14,000	28,000
CATEGORY Totals	14,000	36,820	50,820
SECTION Totals	298,052	36,820	334,872

PERCENTAGE	89%	11%	
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Section III. Administrative/Indirect Costs

A. Corporation Fixed Percentage

Item - Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount: .04x323,619	0	12,945	12,945
Commission Fixed Amount: .01x323,619	3,237	0	3,237
CATEGORY Totals	3,237	12,945	16,182

B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate - Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0
SECTION Totals	3,237	12,945	16,182
PERCENTAGE	20%	80%	

BUDGET Totals	323,619	327,298	650,917
PERCENTAGE	50%	50%	
Total MSYs	25.12		
Cost/MSY	12,883		

Source of Funds

Section	Match Description	Amount	Type	Source
Source of Funds	The Gadsden County School provides a cash match in the amount 87,619 for staff salary/benefits and Members cost.	87,414	Cash	State/Local
	The Gadsden county School District provides an Inkind match.	203,064	In Kind	Other
Total Source of Funds		290,478		

Budget Narrative: AmeriCorps Gadsden Reads for The School Board of Gadsden County

Section I. Program Operating Costs

A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Program Director: - 1 person(s) at 48003 each x 100 % usage	6,855	41,148	48,003
CATEGORY Totals	6,855	41,148	48,003

B. Personnel Fringe Benefits

Purpose -Calculation -Total Amount	CNCS Share	Grantee Share	Total Amount
Staff benefits: .0765x48,003=3673 FICA, .0048x48,003=232 workman Comp, 0491x48,003=2357, Retirement, and Healt, Dental, and Life Ins 12x401.01=4812.12.	1,609	9,466	11,075
CATEGORY Totals	1,609	9,466	11,075

C. Travel

Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: 1 staff will attend 3 VF Progrm Director Meetings. The cost is 980.00 Rental car 2x83.00, Taxi fee 75.00, plane ticket 493.00 gas 100.00, per diem 3 meetings 108.00, and toll fee 38.00 for 2 meetings.	980	0	980
CATEGORY Totals	980	0	980

Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to meetings, trainings, and community activities.: 25x40x.445=445 Greensboro, 25x40x.445=445, Havana, Chattahoochee 40X40.445=712, Gretna 13X40X.445=231.40, and St. John 12x40x.445=213.60, Tallahassee Carpools 2x7x46x445x=286.58	2,334	0	2,334
CATEGORY Totals	2,334	0	2,334

D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0

E. Supplies

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEMS: Purchase Order

DIVISION: Media and Technology

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase order:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Dell Marketing LP	183999	\$6,003.00	379

FUND SOURCE: Capital Improvements Fund

AMOUNT: \$6,003.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEMS: Purchase Orders

DIVISION: School Food Service

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
SYSCO Gulf Coast, Inc.	184440	\$60,580.80	410
Russell L. Hunter	184498	10,000.00	410

FUND SOURCE: School Food Service

AMOUNT: \$70,580.80

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO. 184440

DATE 02/01/13

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR FF14000000 SYSCO GULF COAST, INC. DBA-FRESHPOINT GULFCOAST 2001 W MAGLOLIA AVE GENEVA AL 36340	SHIP TO THIS ADDRESS SCHOOL FOOD SVC-GADSDEN CO 203-A MARTIN LUTHER KING JR BL QUINCY FL 32351
---	--

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

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

BLANKET ORDER -06/30/13 SY

1		FRESH FRUITS, VEGETABLES & EGGS AS NEEDED-BACK DOOR DELIVERY WEEKLY ORDERS BY SCHOOLS. NOTE: POLICY EXEMPTING THE PURCHASE OF PERISHABLE FOOD ITEMS FROM THE REQUIREMENTS TO GET COMP. BIDS UNDER PROVISION OF: FLA BD OF EDU RULE 6A-7.0411(2)(I) FL ADMINISTRATIVE CODE. GADSDEN SCHL BRD PROPOSES: ADOPT POLICY AS LEON COUNTY SCHL BOARD HAS.	60580.80	60580.80
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TOTAL 60,580.80

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	60,580.80	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
410	7600	570	0231	0701		4766.05	
410	7600	570	0151	0702		2983.65	
410	7600	570	0141	0704		5002.00	
410	7600	570	0051	0705		4248.45	
410	7600	570	0171	0706		3958.20	
410	7600	570	0091	0707		7565.90	
410	7600	570	0071	0709		4623.25	
410	7600	570	0041	0710		6937.50	
410	7600	570	0101	0711		3000.00	
410	7600	570	0211	0712		8387.80	
410	7600	570	0201	0713		6142.90	
410	7600	570	0191	0714		2965.10	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEMS: Purchase Orders

DIVISION: Media and Technology Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
IBM (Action Deferred from 1/22/13 Mtg)	184350	\$96,225.33	110
Skyward Inc.	184508	3,128.00	110

FUND SOURCE: General Fund

AMOUNT: \$99,353.33

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

International Business Machines Corporation

Please direct inquiries and correspondence to:
IBM CORPORATION
 275 VIGER EAST CANADA

Customer Number
 2868315-A1

Invoice Number
 I4191EY

Invoice date
 01/01/13

Page
 1

Or call IBM at: (877) 426-6006
 e-mail: ASKAR@US.IBM.COM



Installed at

GADSDEN COUNTY SCHOOL
 DISTRICT
 35 MARTIN LUTHER KING RD
 JR BLVD
 QUINCY FL 32351-4411

GADSDEN COUNTY SCHOOL
 DISTRICT
 35 MARTIN LUTHER KING
 JR BLVD
 QUINCY FL 32351-4411

Customer reference

LD0027556

Please remit payments to

P.O. BOX 534151
 ATLANTA, GA 30353-4151

Terms

PAYMENT IS DUE BY THE FIRST
 DAY OF THE MONTH FOLLOWING
 THE INVOICE DATE

INVOICED SUBJECT TO THE TERMS OF THE AGREEMENT BETWEEN YOU AND IBM CREDIT LLC

TYPE/DESCRIPTION MOD/SERIAL	OPT	FROM DATE	THRU DATE	PERIODIC CHARGE	AMOUNT DUE
REGULAR PERIODIC INVOICE-PAYMENT IN ARREARS					
1723 17-INCH FLAT-PANEL 17X 23F5449	CONSOLE KIT IG	01/01/13	01/31/13	1,156.20	1,156.20
1746 IBM SYSTEM STORAGE A2E 13K0Z56	DS3512 MODEL E2A IG	01/01/13	01/31/13	7,708.01	7,708.01
7871 BLADECENTER B6U 06NND06	HS22 XEON 6 CORE 2.53GHZ 12GB 12M IG	01/01/13	01/31/13	6,311.15	6,311.15
B6U 06NND13	IG	01/01/13	01/31/13	6,311.15	6,311.15
B6U 06NND16	IG	01/01/13	01/31/13	6,311.15	6,311.15
8406 BladeCenter 70Y 060CA9B	PS700 IG	01/01/13	01/31/13	2,382.91	2,382.91
8852 BLADECENTER H 4TU 0697687	CHASSIS IG	01/01/13	01/31/13	10,723.76	10,723.76
9308 IBM 42U ENTERPRISE 4PX 23KN690	RACK IG	01/01/13	01/31/13	1,351.11	1,351.11
9992 REMARKTD IBM SW/SW 003 H039622	BRAND SVCS S'	01/01/13	01/31/13	6,749.51	6,749.51
003 H040071	S'	01/01/13	01/31/13	1,465.88	1,465.88
9994 VENDOR SOURCED 001 H039624	PRODUCTS/SVCS T'	01/01/13	01/31/13	45,754.50	45,754.50
TOTALS					96,225.33

THIS IS ISSUED PURSUANT TO THE IBM CUSTOMER AGREEMENT OR THE EQUIVALENT AGREEMENT BETWEEN US.

Contracts OnLine is now available to IBM clients and Business Partners. For more information, contact your IBM Rep or BP or visit us at: WWW.IBM.COM, click on My IBM, Customer Support, Self Service Tools, Contract tab.

Original Invoice PLEASE PAY THIS AMOUNT \$96,225.33

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEMS: Purchase Orders

DIVISION: Transportation and West Gadsden High School

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Coffman International	184497	\$20,000.00	110
Konica Minolta Bus Solutions	184480	2,040.56	110

FUND SOURCE: General Fund

AMOUNT: \$22,040.56

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEMS: Purchase Order

DIVISION: Career Education Programs

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase order:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Howard Computers	184387	\$10,906.00	434

FUND SOURCE: Federal Funds – CAPE Grants

AMOUNT: \$10,906.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
01/25/13

PURCHASE ORDER NO.
184387

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR	VH14100000	SHIP TO THIS ADDRESS
HOWARD COMPUTERS POST OFFICE BOX 11407 BIRMINGHAM AL 352461132		GADSDEN TECHNICAL INSTITUTE 201 MARTIN LUTHER KING JR BLV QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
QUOTE #: ZB 529202.00				
4	1762263	MIMIOVOTE - 24 HANDSETS	1279.00	5116.00
10	1771043	MIMIOVIEW	579.00	5790.00

PAY TERMS: NET 30

TOTAL 10,906.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	10,906.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		
434	6500	642	0051	434R002		5116.00		
434	6500	641	0051	434R002		2316.00		
434	5300	642	0071	434R631	300	3474.00		

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8f

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEMS: Purchase Orders

DIVISION: Federal Projects

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Dell Marketing LP	184430	\$ 15,950.00	Title 1 Part A HES
		\$ 15,950.00	Title 1 Part A J.A.Shanks
		\$ 15,950.00	Title 1 LEA Wide Act.
	184503	\$ 31,900.00	Title 1 Part A J.A.Shanks
		\$ 15,950.00	Title 1 Part A Havana Mid.
		\$ 15,950.00	Title 1 Part A St.John EL
	184519	\$ 3,190.00	Title 1 Part A G'Boro EL
		\$ 638.00	Title 1 Part A Parent Invol

FUND SOURCE: Federal Funds

AMOUNT: Federal (420) \$115,478.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.

DATE
01/30/13

184430

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR	V004220000	SHIP TO THIS ADDRESS
DELL MARKETING LP ONE DELL WAY ROUNDROCK TX 76884		FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN: ROSE RAYNAK/DM

	SOF:	NETWORK INFRASTRUCTURE-EQPMNT		
	PREFRD	AND SERVICES 250-000-09-1		
	VENDOR	OPTIPLEX 3010 DESKTOP COMPUTER		
50	SITES:	HAVANA ELEMENTARY	638.00	31900.00
25		JAMES A SHANKS MIDDLE	638.00	15950.00
		(SEE ATTACHED ROOM LIST)		

Tech Plan '11-13

TOTAL 47,850.00

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	47,850.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6500	644	0091	4221230	15,950.00	31900.00	
420	6500	644	0211	4221230		15950.00	
420	6500	644	0091	4221230		15,950.00	

2642621 SUPP HAVANA HERALD

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
02/14/13

PURCHASE ORDER NO.
184519

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR V004220000	SHIP TO THIS ADDRESS
DELL MARKETING LP ONE DELL WAY ROUNDROCK TX 76884	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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*Preferred Vendor
TechPlan 11-13*

ATTN: ROSE RAYNAK/DM

	SOF :	NETWORK INFRASTRUCTURE-EQUIP AND SERVICES 250-000-09-1		
5	2253520	OPTIPLEX 3010 DESKTOP PSU GREENSBORO ELEMENTARY	638.00	3190.00
1		PARENT SERVICES	638.00	638.00
	ROOM#'S	0141-ROOM 219(2), ROOM 213(2) ROOM 114(1) PARENT SERVICES-M. STOKES		

TOTAL 3,828.00

PAY TERMS: NET 30

- All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	3,828.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	6500	644	0141	4221230		3190.00	
420	6150	644	9001	4221232		638.00	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8g

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEMS: Purchase Orders

DIVISION: Federal Projects

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Curriculum Associates	184524	\$13,426.06	420/432
Delaney Educational Enter, Inc.	184516	4,997.52	432
Delaney Educational Enter, Inc.	184517	4,999.14	432
Delaney Educational Enter, Inc.	184518	5,002.49	420
Flinn Scientific	184527	2,294.06	432
Track 2 Success, Inc.	184468	10,224.95	432
Wilmington Book Source	184525	2,584.00	420
Florida School Book Depository	184523	14,330.44	420/432
Stone's Inc. Quincy	184526	2,000.00	420

FUND SOURCE: Federal Funds – Title I School Improvement, ARRA Title I School Improvement and Title I Part A

AMOUNT: \$59,858.66

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO
184524

DATE
02/14/13

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR

VC20500000

SHIP TO THIS ADDRESS

CURRICULUM ASSOCIATES
153 RANGWAY ROAD
P O BOX 2001
NORTH BILLERICA MA 01862

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

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN: ROSE RAYNAK/DM

QUANTITY	WHAT:	DESCRIPTION	UNIT PRICE	TOTAL
1	SOLE SOURCE VENDOR	TESTING MATERIALS FOR		
1	FEES:	ELEMENTARY AND HIGH SCHOOL		
1	FEES:	BOOK TOTAL	11987.55	11987.55
1		SHIPPING AND HANDLING	1438.51	1438.51

PAY TERMS: NET 30

TOTAL 13,426.06

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	13,426.06 AMOUNT	
420	5100	510	0151	4212621	100	2348.61	
420	5100	510	0041	4212621	100	2348.63	
432	5100	510	0071	4312635	100	4364.41	
432	5100	510	0051	4312635	100	4364.41	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
02/14/13

PURCHASE ORDER NO.
184516

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VD04155000 DELANEY EDUCATIONAL ENTER, INC. 1455 W MORENA BLVD SAN DEIGO CA 92110	SHIP TO THIS ADDRESS FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351
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PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
ATTN: ROSE RAYNAK/DM - EGH				
	WHAT:	READING BOOKS FOR CLASSROOM LIBRARIES AT EGH TO PROMOTE MORE READING		
1	FEES:	BOOK TOTAL	4844.98	4844.98
1		PROCESSING	252.54	252.54
1		DISCOUNT	100.00-	100.00-

TOTAL 4,997.52

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
432	5100	510	0071	431263S	100	4997.52	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
02/14/13

PURCHASE ORDER NO.
184518

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR	VD04155000	SHIP TO THIS ADDRESS
DELANEY EDUCATIONAL ENTER, INC. 1455 W MORENA BLVD SAN DEIGO CA 92110		FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM - GWM		
	WHAT:	READING BOOKS FOR CLASSROOM LIBRARIES AT GWM TO PROMOTE MORE READING.		
1	FEES:	BOOK TOTAL	4918.95	4918.95
1		PROCESSING	183.54	183.54
1		DISCOUNT	100.00-	100.00-

TOTAL 5,002.49

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	5,002.49 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	5100	510	0041	4212621	100	5002.49	

DIST: 20 FY: 13

12. REQUEST/PURCH ORDER SCAN

TIME: 12:57

TYPE CNTR FND ---VENDOR-- E S I FR--ISSUE--TO START#
 P _____ V D04155000 _____

NUM-PO	REQ-NUM-	DATE	CNTR-	VENDOR--	ESI	ORIGINAL	LIQ/PAID	CURRENT
184516	90164002	021413	9016	VD04155000	YBN	4,997.52	.00	4,997.52
184517	90164003	021413	9016	VD04155000	YBN	4,999.14	.00	4,999.14
184518	90164004	021413	9016	VD04155000	YBN	5,002.49	.00	5,002.49

TOTAL 14,999.15 .00 14,999.15

ALL RECORDS DISPLAYED. NEXT?

PF3 FOR ACCOUNT NUM SCAN TERML: 8AAQ

4-© 1 Sess-1 199.44.72.2 TW1H0093 4/9

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
02/14/13

PURCHASE ORDER NO.
184527

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR	VF05200000	SHIP TO THIS ADDRESS
FLINN SCIENTIFIC P O BOX 219 BATAVIA	IL 605100219	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN: ROSE RAYNAK/DM - FLORES

1	WHAT:	SOLE SOURCE VENDOR SUPPLIES FOR SCIENCE TEACHER M.FLORES AT EGH		
	FEES:	TOTAL ORDER (FREE SHIPPING PER KAREN IN CUSTOMER SERVICE)	2294.06	2294.06

PAY TERMS: NET 30

TOTAL 2,294.06

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	2,294.06	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
432	5100	510	0071	431263S	100	2294.06	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

02/07/13

PURCHASE ORDER NO.

184468

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

PHONE (850) 627-9651

FAX (850) 627-2760

www.gcps.k12.fl.us

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<p>VENDOR VT08030000</p> <p>TRACK 2 SUCCESS, INC. 2939 SHADOW VIEW CIRCLE MAITLAND FL 32751</p>	<p>SHIP TO THIS ADDRESS</p> <p>FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351</p>
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PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
	<i>Connie Holt</i>	

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN: ROSE RAYNAK/DM

300	ITEM#	BOARD APPROVED / /	33.95	10185.00
	T2S-	PREP FOR SUCCESS: MASTERING		
	PERT-PG	FLORIDA'S POSTSECONDARY		
1		EDUCATION READINESS TEST	39.95	39.95
		SHIPPING & HANDLING		

TOTAL 10,224.95

PAY TERMS: NET 30

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	10,224.95	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		
420	5100	510	0231	4221230	100	3408.31		
432	5100	510	0071	431263S	100	3408.32		
432	5100	510	0051	431263S	100	3408.32		
/	/		/	/				

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.

DATE
02/14/13

184525

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR

VW08380000

SHIP TO THIS ADDRESS

WILMINGTON BOOK SOURCE
1311 WEST CHESTER PIKE
WEST CHESTER PA 193826009

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

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

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

ATTN: ROSE RAYNAK/DM

1		WHAT: FREE READING BOOKS FOR ALL ELEMENTARY SCHOOLS FEES: SHIPPING AND HANDLING	2584.00	2584.00
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TOTAL 2,584.00

PAY TERMS: NET 30

- All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	2,584.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	6150	510	0141	4221232		369.14	
420	6150	510	0151	4221232		369.14	
420	6150	510	0171	4221232		369.14	
420	6150	510	0191	4221232		369.14	
420	6150	510	0201	4221232		369.15	
420	6150	510	0091	4221232		369.14	
420	6150	510	0041	4221232		369.15	

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.

DATE
02/14/13

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

184523

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VF10400000	SHIP TO THIS ADDRESS
FLORIDA SCHOOL BOOK DEPOSITORY P O BOX 6578 JACKSONVILLE FL 32236	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

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

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

ATTN: ROSE RAYNAK/DM

	WHAT:	FLORIDA READING MATERIALS FOR ELEMENTARY AND HIGH SCHOOL		
1	FEEES:	TOTAL BOOK COST	13648.04	13648.04
1		SHIPPING AND HANDLING	682.40	682.40

PAY TERMS: NET 30

TOTAL 14,330.44

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	14,330.44 AMOUNT	
420	5100	510	0041	4212621	100	2136.08	
420	5100	510	0151	4212621	100	2136.08	
432	5100	510	0071	431263S	100	5029.14	
432	5100	510	0051	431263S	100	5029.14	

VENDOR

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8h

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEM: Midway Charter Agreement

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this item is to reach final agreement on the Charter between School Board of Gadsden County, Florida and City of Midway, Florida, October 13, 2012 – June 3-, 2018. This Agreement is being presented to the Board for final execution.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY:  Rosalyn W. Smith

POSITION: Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 60

CHAIRMAN'S SIGNATURE: page(s) numbered 60

REVIEWED BY: _____

2/17/2013

Charter

Between

SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

and

THE CITY OF MIDWAY, FLORIDA

October 13, 2012 - June 30, 2018

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- Appendix A Final Application Document Approved by Gadsden County Public School Governing Board
- Appendix B Midway Arts & Science Academy of Excellence Governing Board and Contact Information
- Appendix C Table Summarizing Performance Goals

**Charter Between the School Board of Gadsden County, Florida, and
The City of Midway, Florida**

This Charter entered into as of the 17th day of February 2013 is by and between the School Board of Gadsden County, Florida, 35 Martin Luther King, Jr. Boulevard, Quincy, Florida 32351, a public body corporate operating and existing under the laws of the State of Florida (hereinafter referred to as Sponsor), and the City of Midway, Florida, 50 MLK Boulevard, Midway, Florida 32343, a body corporate operating and existing under the laws of the State of Florida for the purpose of operating and managing Midway Arts & Science Academy of Excellence Charter School (hereinafter collectively referred to as the School). The Sponsor and the School may be referred to individually as the Party or collectively as the Parties.

WHEREAS, the Sponsor has the authority pursuant to Section 1002.33, Florida Statutes (F.S.), to grant a nonprofit organization a charter to operate a charter school within Gadsden County; and

WHEREAS, the School desires to operate a charter school within the Sponsor's school district for the purposes set forth in the School's charter school application of August 28, 2012, approved by the Sponsor on October 13, 2012, a copy of which is incorporated herein by reference as Appendix A Initial Application Document(s) and Amendments(s);

WHEREAS, the School is approved by the Sponsor to provide educational services in accordance with the terms of a charter school contract; and

WHEREAS, the Sponsor's approval was contingent upon the fulfillment of certain conditions set forth in correspondence from the Sponsor to the School, dated October 13, 2012, which conditions have either been fulfilled or addressed, as memorialized in a writing signed by a representative of each Party, copies of which are incorporated herein by reference as Appendix B Application Contingencies; and

WHEREAS, the Parties intend that this Charter serve as the agreement for the operation of the School.

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

Article I. GENERAL PROVISIONS

A. Recitals. The foregoing recitals are true and correct and are incorporated herein by reference.

B. Approved Application. The initial approved application is appended hereto as Appendix A Initial Application Document(s) and Amendments(s) and incorporated herein by reference.

C. Term of the Charter

1. **Effective Date.** This Charter shall become effective upon the signing by both Parties and ending on June 30, 2018, except as otherwise provided in this Charter.
2. **Term.** Pursuant to 1002.33, F.S., this Charter shall be for a term of five years, beginning upon the signing of this Charter by the Parties and ending on June 30, 2018, except as otherwise provided in this Charter. This charter is subject to annual review and may be terminated during the term of the charter pursuant to Section 1002.33(8), F.S.
3. **Start-up Date.** The School shall commence operations under this Charter at the beginning of the Sponsor's 2014-2015 school year. The initial start-up of the School shall be consistent with the beginning of the Sponsor's 2014-2015 public school calendar. For each subsequent year, the initial start-up date of the School shall be consistent with the beginning of the Sponsor's public school calendar for that school year, The School shall have obtained final facility approval pursuant to Section 1002.33, Florida Statutes, including but not limited to certificates of occupancy and all other applicable zoning, health/safety, and other code approval documentation, at least four weeks prior to the school opening. If the School has failed to secure such approval, such failure may constitute good cause for termination of this Charter. Alternatively, the Sponsor may, in its sole discretion, unilaterally designate the 2014-2015 school year as a planning year during which the School shall not enroll any students or receive any funding from the Sponsor. If deferral is granted, the term of this Charter shall be adjusted to reflect cancellation of one year of this Charter. If the School is granted a deferral and does not open, this Charter will be automatically rescinded with no notice or further action required of the Sponsor. The School may not move its facilities without meeting two reconditions. First, the School must provide the Sponsor with documentation of a certificate of occupancy, fire inspection, and health inspection at the new location. Second, as the location of the School is an agreed term of this Charter, the School must obtain the express written consent of the Sponsor in the form of an amendment to this Charter.
4. **Instructional Calendar.** The instructional calendar for the 2014-2015 student year for this School shall follow the Sponsor's annual calendar. The School shall be permitted to modify

the School instructional calendar for subsequent years if the School is able to document that School internal capabilities allow accommodation of a different instructional calendar. The School shall provide instruction for at least the number of days and the minimum number of instructional minutes required by law for other public schools. Instructional days beyond the minimum must be reviewed and approved by the Sponsor prior to implementation. After the School's calendar is approved, any subsequent modification must be approved by the Sponsor prior to implementation. Violation of this provision may result in withholding full-time equivalency (FTE), without penalty of interest, and/or termination of Contract.

5. **Charter Modification.** This Charter may only be modified during this term by mutual agreement of both Parties, provided such modifications are in writing and executed by the Parties. Any material changes must comply with all applicable federal, state, and local laws and must be approved by the Sponsor, in writing, before those changes are implemented. Unilateral modification of this Contract in any way is a breach of the Contract and the Contract may be terminated.
6. **Charter Renewal.** A charter school seeking renewal shall be required to complete a charter renewal application and undergo the renewal process. In addition to the requirements set forth in applicable law, the renewal application shall demonstrate and document the success of the School's current academic program, achievement of the goals and objectives required by state accountability standards and successful accomplishment of the criteria under Section 1002.33(7)(a), F.S., the viability of the organization, and compliance with the terms of this Charter. Prior to renewal, the Sponsor shall perform a program review to determine the level of success of the school's current academic program, achievement of the goals and objectives required by state accountability standards and successful accomplishment of the criteria under Section 1002.33(7)(a), F.S., the viability of the organization, compliance with the terms of the charter, and that none of the statutory grounds for nonrenewal exist. Renewals shall be for a term of five years unless a longer term is required by law or approved by the Sponsor. Upon approval, the contract will be renewed following the contract negotiation process which shall be based upon the current School Board Rules and standard contract law.
7. **Performance Accountability.** The School shall be accountable to the Sponsor for performance as provided in Section 1002.33(7), F.S., and other applicable provisions of law.
8. **Changes to Applicable Law.** The terms of this Charter are subject to changes to federal law, Florida Statutes, the Administrative Rules of the State Board of Education, and Gadsden County Schools (GCS) policy (collectively referred to as applicable law), and such changes affecting provisions of this Charter shall preempt the terms of this Charter.
9. **Educational Program and Curriculum.** The School shall operate programs in a manner consistent with the concept, mission statement, educational and related programs, curriculum/instruction, any distinctive instructional techniques, and the identification and acquisition of the appropriate technologies required to implement educational and administrative performance, which includes a means for promoting safe, ethical, and appropriate uses of technology that comply with legal and professional standards, set forth

in the Charter application, and with state standards and state education goals. The School's curriculum shall be aligned with the standards adopted by the Florida Department of Education (FDOE) and shall transition to the common core standards according to the FDOE established timelines. The School shall ensure that reading shall be a primary focus of the School's educational program, and reading instruction and curriculum shall be grounded in scientifically based research and be consistent with applicable local, state, and federal standards. The School shall provide adequate resources to identify and address the needs of students reading below grade level. The School shall adopt the Sponsor's K-12 Comprehensive Reading Plan and implement it with fidelity or shall submit a School state- and Sponsor-approved plan to the Sponsor on an annual basis. The school shall address the needs of English for Speakers of Other Languages (ESOL) students and shall adopt the Sponsor's ESOL plan or shall submit and implement a School state- and Sponsor-approved plan. The School shall notify the Sponsor of any plans for material change in School educational program/curriculum. Any material changes must comply with State law and be approved by the Sponsor in writing before the changes are implemented. No sectarian educational resources shall be used and the curriculum shall be secular in nature.

10. **Cancellation Due to Insufficient Progress in Student Achievement:** Pursuant to 1002.33(7)(a)(12), F.S., this Charter may be cancelled if insufficient progress is made in attaining the student achievement objectives of this Charter and if it is not likely that such objectives can be achieved before expiration of this Charter.

D. Nonrenewal/Cancellation and Termination. The Sponsor may choose not to renew at the end of the term of this Charter or to terminate the School's Charter during the pendency of this Charter for any reason specified in state law or this Charter. Sufficient grounds for nonrenewal, cancellation or termination of this Charter include any one or more of the following reasons:

1. Failure to participate in the State's education accountability system created in Section 1008.31, F.S., or failure to meet the requirements for student performance stated in this Charter;
2. Failure to meet generally accepted standards of fiscal management;
3. A violation of applicable law;
4. A violation of any term set forth in Section 1002.33(8)(a), F.S., and/or
5. Other good cause shown, which may include, but is not limited to the following:
 - a. Failure to submit and/or implement a School Improvement Plan/Differentiated Accountability Plan, if required by the Florida Department of Education (FLDOE), and/or failure to improve student performance as outlined in the approved School Improvement/Differentiated Accountability Plan, required if the school earns a school grade of D for two consecutive years or a school grade of F, or failure to take one of the corrective actions, as required in 1002.33, F.S., if placed on probation;

- b. Failure to earn school and student performance data that positively or neutrally impacts the Sponsor's district performance data;
- c. Failure to accomplish guiding principles and purposes of a charter school, as stated in Section 1002.33, F.S.;
- d. Failure to manage public funds in accordance with applicable law;
- e. Exhibiting one or more financial emergency conditions, as specified in Section 218.503, F.S., for two consecutive years;
- f. Failure to submit to the Sponsor a financial recovery plan with the appropriate supporting documentation that is determined to be acceptable by the Sponsor within 30 days following a determination of a financial emergency, pursuant to 218.503, F.S.;
- g. Failure to implement a financial recovery plan approved by the Commissioner of Education, pursuant to Section 218.503, F.S., and/or to cooperate and consult with a financial emergency board and submit periodic progress reports as required by any financial recovery plan as per Section 218.503, F.S.;
- h. Failure to make contributions to the Florida Retirement System (FRS) if the School has elected to participate in FRS and/or to pay payroll taxes to the Internal Revenue Service;
- i. Instituting or being subject to insolvency, receivership or bankruptcy proceedings or any other proceedings for the settlement of its debts, making an assignment for the benefit of creditors or otherwise being in a state of insolvency or inability to financially manage its operations;
- j. Failure of the School's annual audit to comply with the requirements specified in this Charter or the school's failure to submit timely financial or other reports required by applicable law or this Charter;
- k. Failure to make every effort possible to comply with applicable class size requirements;
- l. Failure to comply with the insurance requirements specified by this Charter;
- m. Failure to provide the Sponsor with access to records;
- n. Failure to fulfill the requirements for highly qualified personnel and/or certified teachers, as required by applicable law;
- o. Failure to comply with conflict of interest provisions of this Charter prohibiting School governing board members from receiving any financial benefit from School operations, directly or indirectly, including but not limited to grant funds;
- p. Commission by the School or its representatives of material fraud or a material misrepresentation, either willfully or recklessly, in the application or this Charter;
- q. Failure to submit a timely accountability report to the Sponsor and the Florida Department of Education;
- r. Repeated failure to enter student data into the Sponsor's student information system and staff data into the system provided by the Sponsor according to required deadlines;
- s. Failure to provide Exceptional Student Education and English Language Learner students with programs and services in accordance with applicable law;

- t. Failure to use records and grade procedures that adequately provide the information required by the Sponsor;
- u. Failure to promptly refer all disciplinary infractions warranting expulsion to the Sponsor;
- v. Violation of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Section 1232g; 34 CFR Part 99);
- w. Failure to obtain proof of consent to enroll each student from the parent/guardian or from the student if the student is 18 years of age or older;
- x. Repeated failure to comply with the Florida Building Code, the Florida Fire Code, and/or with Florida Health Department requirements;
- y. Failure to maintain insurance coverage as described in this Charter;
- z. Criminal conviction upon matters involving this Charter against either the School's governing board, or its members (collectively or individually), or by any management company contracted by the governing board;
- aa. Failure, after notice, to correct conditions identified by the Sponsor as detrimental to the health, safety, or welfare of student(s) according to timelines set forth in the notice;
- bb. Violation by a member of the School's governing board of Sections 112.313(2), (3), (7) or (12), or 112.3143, F.S., or any other applicable portion of the Code of Ethics for Public Officers and Employees that is not promptly remedied upon notification of the violation to the School's governing board; and/or
- cc. Violation or material breach of any aspect of this Charter, of Section 1002.33, F.S., of the Individuals with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1093; or other applicable law.

E. Provisions for 90-Day Termination or Nonrenewal. Termination during the term of the Charter or nonrenewal of the Charter shall be permitted in accordance with the provisions set forth below:

1. **Notice by Sponsor.** At least 90 days prior to renewing or terminating a Charter, the Sponsor shall notify the Chair of the governing board of the School of the proposed action in writing. The notice shall state in reasonable detail the grounds for the proposed action and stipulate that the School's governing body may, within 14 calendar days after receiving the notice, request a hearing. The hearing shall be conducted at the Sponsor's election in accordance with one of the following procedures:
 - a. A direct hearing may be conducted by the Sponsor within 60 days after receipt of the request for a hearing. The hearing shall be conducted in accordance with Sections 120.569 and 120.57, F.S. The Sponsor shall decide upon nonrenewal or termination by a majority vote. The Sponsor's decision shall be the final order; or
 - b. A hearing may be conducted by an administrative law judge assigned by the Division of Administrative Hearings. The hearing shall be conducted within 60 days after receipt of the request for a hearing and in accordance with Chapter 120. The administrative law

judge's recommended order shall be submitted to the Sponsor. A majority vote by the Sponsor shall be required to adopt or modify the administrative law judge's recommended order. The Sponsor shall issue a final order.

2. **Final Order from Sponsor.** The final order shall state the specific reasons for the Sponsor's decision. The Sponsor shall provide the final order to the School's governing board, the principal, and FLDOE no later than ten calendar days after issuance.
3. **Appeal of Final Order by School.** The School's governing board may, within 30 calendar days after receiving the Sponsor's final order, appeal the decision pursuant to Section 120.68, F.S. The decision by the governing board to appeal must be made in a legally advertised public meeting with a quorum present. Minutes or adopted resolution documenting the action must be submitted to the Sponsor and properly posted.
4. **Notice from School of Decision to Not Renew or to Terminate Charter.** If the School does not intend to renew this Charter, the School shall notify the Sponsor in writing at least 120 days prior to expiration of this Charter. The School shall also notify the Sponsor 120 days in advance of any intent to terminate.
5. **Financial and Operational Records.** Upon termination or expiration of this Charter, the School shall deliver all educational and administrative records to the Sponsor immediately and without delay within two business days. These records shall include records and information regarding the accounts of all public funds held by the School (which shall include information regarding the receipt, use, and disposition of all public funds), all education records as that term is defined in Section 1002.221, F.S., and all School records.
6. **Disposition of Assets Upon Termination or Nonrenewal.** Except as otherwise provided by law, all School Board property as well as all assets, improvements, furnishings, supplies, equipment, and other personal property purchased with public funds (either directly or through reimbursement) (hereinafter referred to as public property) by the School or which would otherwise be due and payable to the School shall automatically revert to full ownership by the Sponsor, subject to any lawful liens and encumbrances. The terms "assets" and "improvements" shall include, but not be limited to, real property purchased, acquired, renovated, or improved, as well as any and all items purchased, acquired, renovated, or improved for use on real property. The School shall provide to the Sponsor full and complete information demonstrating the source of funds used to purchase such Public Property, which may include, but is not limited to, an accounting of public funds received, in accordance with Article I section VM of this Charter. If the School's accounting practices fail to clearly establish whether a particular item was purchased with public funds (either directly or through reimbursement) or nonpublic funds, then it shall be presumed that the item was purchased with public funds and the item shall be designated public property and shall automatically revert to the Sponsor. Any unencumbered public funds from the charter school, district school board property, public property, or financial or other records pertaining to the charter school, in the possession of any person, entity, or holding company other than the charter school, shall be held in trust upon the district school board's request, until any appeal status is resolved. Disposition of unencumbered Capital

Outlay funds or property purchased with Capital Outlay funds is addressed in Article I section VC3 of this Charter.

7. **Leases and Contracts.** In the event of termination, cancellation, expiration, or nonrenewal of this Charter, any and all leases and contracts existing between the Sponsor and the School shall be automatically cancelled.
8. **Debts.** If this Charter is not renewed or is cancelled or terminated, the School shall be responsible for all debts of the School including any debts related to real property acquisition or lease. The Sponsor shall not assume the debt from any contracts for services made between the governing board of the School and/or the educational services provider (ESP) and a third party, except for a debt that is previously detailed and agreed upon in writing by both the Sponsor and the governing board of the School.

F. Provisions for Immediate Termination of Charter. This Charter may be terminated by the Sponsor immediately, pursuant to Section 1002.33, F.S., if the Sponsor sets forth in writing the particular facts and circumstances indicating that an immediate and serious danger to the health, safety, or welfare of the School's students exists.

1. **Notice by Sponsor to School.** The Sponsor's determination is subject to the procedures set forth in Article I sections E1a and b of this Charter, except that the hearing may take place after the Charter has been terminated. The Sponsor shall notify the School's governing board, the School's principal, and FLDOE in writing if a Charter is immediately terminated. The Sponsor shall clearly identify the specific issues that resulted in the immediate termination and provide evidence of prior notification of issues resulting in the immediate termination, when appropriate.
2. **Request for Hearing by Governing Board to Sponsor.** Upon receiving written notice from the Sponsor, the School's governing board has ten calendar days to request a hearing.
3. **Hearing.** A requested hearing must be expedited by the Sponsor and conducted in accordance with Article I sections E1a and b of this Charter, and the final order must be issued within 60 days after the date of the request.
4. **Appeal of Final Order by School.** The School's governing board may, within 30 calendar days after receiving the Sponsor's final order, appeal the decision pursuant to Section 120.68, F.S. The decision by the governing board to appeal must be made in a legally advertised public meeting with a quorum present. Minutes or adopted resolution documenting the action must be submitted to the Sponsor and be properly posted.
5. **Operation of the School.** Unless the School has already ceased operations, the Sponsor shall assume operation of the School throughout the pendency of the hearing unless the continued operation of the School would materially threaten the health, safety, or welfare of the students. The Sponsor shall hold and conserve all School-held property and assets, including cash and investments, in trust until the School has exhausted all School appellate rights. The Sponsor shall only disburse School-held funds in order to pay the normal expenses of the School as they accrue in the ordinary course of business. Normal expenses

shall include, but not be limited to, the payment of employee salaries and benefits. Any of the School's unencumbered public funds, public property, or financial or other records pertaining to the School in the possession of any person, entity, or holding company shall be held in trust upon the Sponsor's request until any appeal status is resolved. In that case, the School's employees shall resume status as employees of the School, and the School's governing board shall resume operation and oversight of the School. During the pendency of any appeal, the Sponsor shall forward to the chair of the School's governing board any written communication related to any lease or mortgage held by the School and any correspondence or other written communications related to the extension or termination of any School contracts or business relationships. Failure of the Sponsor to assume and continue operation of the Charter shall result in the awarding of reasonable costs and attorney fees to the School if the School prevails on appeal. If the School is unsuccessful in the appeal (or if the School fails to timely file an appeal), the School shall be dissolved, pursuant to Section 1002.33., F.S. In that case, the Sponsor shall allow the School's governing board, School employees, and agents to retrieve any of their respective personal belongings from the School facility.

6. **Employees.** School instructional and operational employees shall be required to continue working in the School until such time as the School exhausts appellate remedies. Notwithstanding the general policy of requiring such employees to continue serving in their regular capacities during that time, the Sponsor reserves the right to take any appropriate personnel action as to such employees if any cause for personnel discipline should arise or be discovered during the Sponsor's assumed operation of the School (after the Sponsor provides any required due process to such employees if they are not terminable at will). If the School prevails in an appeal, the instructional and operational employees shall resume status as employees of the School.
7. **Facility.** Upon receipt of notice of immediate termination, the School shall immediately provide the Sponsor all keys to School facilities along with the security system access codes and access codes for all computers in School facilities. If the School prevails in an appeal, the Sponsor shall immediately return all keys, security codes, and the facility to School staff. Any violation of this provision by the School shall relieve the Sponsor of its duty to operate the school.
8. **Operational Records Upon Termination.** Upon notice of immediate termination, the School shall immediately turn over or otherwise make accessible all educational and administrative records so the Sponsor may immediately take appropriate actions. If the School prevails in an appeal, the Sponsor shall immediately return all records to the School.
9. **Property/Assets.** Immediately upon notice of immediate termination, the School shall turn over to the Sponsor all records and information regarding accounts of all public funds held by the School and turn over to the Sponsor all public property and public funds. If the School prevails in an appeal, the Sponsor shall immediately return all records to the School.
10. **Debts.** If this Charter is terminated, the School shall be responsible for all debts of the School, including any debts related to real property acquisition or lease. The Sponsor shall

not assume the debt from any contracts for services made between the School and a third party, except for a debt that is previously detailed and agreed upon in writing by both the Sponsor and the School.

11. **Leases and Contracts Upon Immediate Termination.** In the event of immediate termination, expiration, or nonrenewal of this Charter, any and all leases and contracts existing between the Sponsor and the School shall be automatically cancelled.
12. **Disposition of Assets upon Immediate Termination.** In the event of immediate termination, disposition of all assets related to the School shall occur in accordance with Article I section F6 of this Charter.
13. **Ninety-Day Nonrenewal during Pendency of Immediate Termination Appeal.** In the event the immediate termination provision of this Charter is triggered and that termination is appeal by the School, this Charter may still be terminated upon 90-days written notice or nonrenewed in accordance with Section 1002.33, F.S. or this Charter, during the pendency of the immediate termination appeal, provided that separate grounds exist for the 90-day termination or nonrenewal.

G. Dispute Resolution. Subject to the applicable provisions of Section 1002.33, F.S., disagreements and disputes relating to or arising out of this Charter which the Parties are unable to resolve informally, with the exception of charter negotiations, nonrenewals and terminations, shall be resolved according to the dispute resolution process below unless otherwise directed or provided for in the aforementioned statute. All conflicts between the School and parents/guardians of any student enrolled in the School shall be handled by the School or its governing body, and the Sponsor shall, upon receiving such complaints, refer such complaints to School administration and/or governing board. Evidence of each parent's/legal guardian's acknowledgement of the School's conflict resolution process shall be available upon request by the Sponsor. If the School, or School governing body, is unable to handle such complaints through the School-adopted parent conflict resolution process, such complaints shall be first addressed informally between the School and the Sponsor. In the event that such complaints cannot be resolved informally, the dispute resolution process outlined herein shall be applied. The dispute resolution procedure shall be as follows:

1. **Informal Discussion.** It is anticipated that a continuing policy of open communication between the Sponsor and the School will prevent the need for implementing a dispute resolution procedure. As a first step, an informal discussion between the representatives of the School and the Sponsor shall occur regarding the issue(s) in question. If the matter is not resolved informally, either party may elect to move forward to the next step.
2. **Written Notice of Dispute.** The aggrieved party shall provide written notice to the other party, which notice shall identify the nature of the dispute, the aggrieved party's position with regard to the dispute (with factual support for the same), and the aggrieved party's proposal for resolving the dispute and may request an informal dispute resolution meeting. Upon written request, an informal dispute resolution meeting shall be held between the

Parties within 30 calendar days of receipt of said request by the other party. In the interim, the Parties shall continue to work in good faith to informally resolve the dispute.

3. **Informal Dispute Resolution Meeting.** Required participants at the informal dispute resolution meeting shall include the chair or vice chair of the School governing board and Sponsor staff, and may include other representatives of each party or representatives to discuss the issue and resolution of the same.
4. **Mediation.** If the Parties are unable to reach agreement, the Parties will jointly appoint a Florida Board-Certified Mediator who will meet with the Parties separately and/or together to assist in resolving the issue. If the Parties cannot agree on a mediator, then a Florida Board-Certified Mediator will be selected through a neutral mediation service. If free mediation services are available through the Florida State Resolution Service, FDOE, or through other entities, the Parties may mutually agree to use such services. The Parties shall equally share the cost of mediation.
5. **Resolution.** Upon resolution of the dispute, a representative of each party shall develop a jointly written explanation indicating resolution. This resolution document shall be retained with this Charter. If an amendment to this Charter is necessary, both Parties will submit the amendment to their respective governing bodies for consideration and appropriate action.
6. **Legal Remedies.** If all efforts at agreement within a reasonable time are unsuccessful, recourse will be available through each party's available legal remedies.

H. Statutory Requirements. The Parties acknowledge and agree that the School shall operate in accordance with this Charter and that the School shall be exempt from all statutes set forth in Chapters 1000-1013, F.S., with the exception of the following:

1. **Charter School-Specific Statutes.** The School shall adhere to those laws specifically applying to charter schools including, but not limited to, Sections 1002.33 and 218.503, F.S., and any regulations adopted by the State Board of Education or other state agency, pertaining to charter schools.
2. **State Assessments, Accountability, and School Grading.** The School shall adhere to all laws, rules, and regulations pertaining to the student assessment program and the school accountability/grading system.
3. **Services to Disabled Students.** The School shall adhere to all laws, rules, and regulations pertaining to the provision of services to students with disabilities.
4. **Civil Rights and Discrimination.** The School shall adhere to all laws, rules, and regulations pertaining to the civil rights and discrimination including, but not limited to, Section 1000.05, F.S.; Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination in Employment Act of 1967; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990 (ADA); the Florida Educational Equity Act; and the Florida Civil Rights Act of 1992.

5. **Student Health, Safety, and Welfare.** The School shall adhere to all laws, rules, and regulations pertaining to student health, safety, and welfare.
6. **Public Meetings and Records.** The School shall comply with Section 286.011 and Chapter 119, F.S., as related to public meetings, public records, public inspection, and criminal and civil penalties. Within 30 days of all meetings for which minutes are required pursuant to Florida law, the School shall forward a copy of such draft minutes to the Sponsor.
7. **Conflict of Interest.** The School shall comply with Chapter 112, F.S., related to conflicts of interest.
8. **Other.** The School shall adhere to all statutes and laws for which the federal and/or state governments clearly require compliance by charter schools, such as the Student Success Act.

Article II. ACADEMIC ACCOUNTABILITY

A. Student Performance: Assessment and Evaluation. The School agrees to pursue and make progress toward the objectives and pupil performance standards set forth in the School's Annual Accountability Plan, attached hereto as Appendix C Annual Accountability Plan and incorporated herein by reference. The School will be required to initially collaborate with the Sponsor in the development of the Annual Accountability Plan which shall be completed by October 30, 2012. The parties shall mutually agree on specific provisions in the Annual Accountability Plan or any subsequent revisions. Subsequent Annual Accountability Plans shall be updated annually and utilized during the monitoring process.

1. **Expected Outcomes.** The Annual Accountability Plan shall set forth the School and student academic performance goals and objectives that the School is expected to achieve, along with specific evaluative criteria upon which the Sponsor shall judge the School's performance. In the event that the School and/or student performance data negatively impact the Sponsor's district performance data, the Annual Accountability Plan shall be revised to raise the School and student performance expectations. All revisions for subsequent years shall be finalized and agreed upon by both Parties by October 15 of each year. The School shall be accountable to the Sponsor for making progress toward achieving the goals and objectives set forth in the Annual Accountability Plan. In the event the School and/or student performance data continue to negatively impact the Sponsor's district performance data, this Charter may be subject to nonrenewal or termination. Failure to meet these goals and objectives may result in nonrenewal or termination of this Charter.
2. **Federal and State School and Student Performance Requirements.** The School shall be held accountable for meeting the federal and state school and student performance requirements, regardless of whether those requirements are incorporated into the Annual Accountability Plan. The Parties agree that the Annual Accountability Plan is subject to change to comply with any new federal or state requirements. Such changes may require

amendments to this Charter. Failure to meet these requirements may result in nonrenewal or termination of this Charter.

3. **Authorized Courses.** The School shall follow the Sponsor's approved course list and the Sponsor's procedures for amending the list.
4. **School Improvement Plan (SIP)/Differentiated Accountability Plan.** In the event that the School is required by FLDOE to develop and implement a School Improvement Plan/Differentiated Accountability Plan, the goals and objectives set forth in this plan shall be utilized as school/school student performance accountability measures, in addition to those outlined in the Annual Accountability Plan. The plan(s) shall be developed according to FLDOE guidelines and timelines, submitted to the Sponsor according to the Sponsor's timelines, and approved by the School governing board prior to submission to the Sponsor and FLDOE. Minutes documenting SIP approval must be taken and posted. The School shall comply with all FLDOE progress monitoring and reporting requirements related to this plan. Failure to meet these goals and objectives may result in nonrenewal or termination of this Charter.
5. **School Grade.** The School shall not receive an F under the State's system of school grades for two years in any four-year period. If the School does receive an F for any two years, this Charter may be terminated by the Sponsor. In addition, if the School is designated as not making Annual Measurable Objective in accordance with state and federal laws, this Charter may be nonrenewed or terminated. The School agrees to participate in all FLDOE assistance programs for school improvement including, but not limited to, Florida's Differentiated Accountability Model. This provision does not preclude the Sponsor from terminating the Contract for failure to meet academic standards within the first or any subsequent school year.
6. **Statutory Requirements Under Section 1002.33.** The Sponsor shall hold the School accountable for the principles and purposes of charter schools that pertain to school and student academic performance, pursuant to Section 1002.33(2), F.S., and academic accountability requirements under Section 1002.33(9), F.S. Failure to meet these statutory requirements may result in nonrenewal or termination of this Charter.
7. **Methods of Measurement.** The baseline data and methods of measurement shall be established according to the goals and objectives set forth in the Accountability Plan, School Improvement/Differentiated Accountability Plan, and federal and state requirements.
8. **Assessments.** The School shall administer such standardized assessments as required by federal and state law. Students shall participate in all state assessment programs. To facilitate participation, the Sponsor shall provide consultation by applicable staff and those services routinely provided by the Sponsor relative to implementation of state or federally required assessments (training, dissemination/collection of materials, analysis, and summary reporting). The School shall be responsible for administering the test to students and adhering to the Sponsor's timelines and procedures. All School personnel involved with any aspect of the testing process must have knowledge of and abide by state and Sponsor policies, procedures, and standards regarding test administration, test security, test audits,

and reporting of test results. The School shall provide adequate technological infrastructure to support all required online test administration. The Sponsor may assign district staff the responsibility of monitoring the implementation of these assessments administered by the School and the School shall provide access to support such monitoring visits. Failure to appropriately administer these assessments may result in nonrenewal or termination of this Charter.

9. **Additional Assessments.** The School shall comply with federal and state accountability requirements relative to progress monitoring and diagnosis of students.
10. **Progress Monitoring.** The Sponsor is required by Section 1002.33, F.S., to monitor and review the progress of the School toward the goals and objectives established for the School in the School application, academic accountability plan, and Charter and pursuant to Section 1002.33, F.S. Monitoring visits shall occur at least annually and the Sponsor shall issue annual monitoring reports which shall be placed on the Gadsden County School Board agenda and the School's governing board agenda for review on an annual basis. Monitoring criteria shall be set forth by the Sponsor and shall be based on state and federal laws and contract requirements. The Sponsor shall be allowed to make unannounced visits to the School for monitoring purposes. The Sponsor may, with reasonable notice, schedule monitoring visits by the Sponsor.
11. **Sponsor Access to Data.** The School agrees to allow the Sponsor reasonable access to review data sources, including collection and reporting procedures, in order to assist the Sponsor in making a valid determination about the degree to which student performance requirements have been met.
12. **Annual Progress Report.** The School is required by FLDOE to submit annual accountability reports to the Sponsor which, upon verification, shall be forwarded to FLDOE. This report and the School's annual financial audit shall be placed on the School Board agenda and the School's governing board agenda for review on an annual basis. The School may submit annual progress information to the Sponsor for inclusion on the school district's website with annual reports required by FLDOE for traditional public Schools.

B. Student Progression and Promotion. The School will adopt the Sponsor's Student Progression Plan (SPP) and shall implement the SPP in effect for the current operational year. The Sponsor may consider but is not obligated to approve any exemptions from the SPP as requested by the School. The School may not implement any exemptions not approved by the Sponsor. The School's student promotion policy shall be consistent with the approved application unless otherwise agreed upon by both Parties and shall not conflict with state statute or the Sponsor's SPP regarding student progression. Due to the possibility that students enrolled in the School may transfer to other public schools within the Sponsor's school system, the School shall utilize records and grading procedures that can be easily transferred to the Sponsor's current student information system and allow for a seamless student reentry process. The School may implement an alternative grading and recording system for students. However, the alternative system must be converted as described above and all records must be kept up to

date within the Sponsor's student information system. The School shall provide a copy of alternative procedures to the Sponsor by July 1 of each year.

1. **Progression/Graduation Requirements.** The School shall provide to the Sponsor the method used for determining that students have satisfied promotional requirements at least one month prior to the start of school for students the first year of operation and whenever changes are approved by the School's governing board. The School shall provide access to student records as needed for quality assurance.
2. **Accreditation.** The School shall be awarded accreditation by an agency approved by the Sponsor by the beginning of the third year of operation. The School shall notify parents and students of School accreditation status by posting this information on the School website and by including the information on the student application for admission, the parent/student handbook, and on any student/parent contract.
3. **Other Assessment Tools as Required by Approved Application.** The School shall administer all assessment tools as stated in the approved application unless changes to the application are approved in writing by the Sponsor and the School.

C. Data Access and Use Pursuant to Statute. The Sponsor and the School shall provide access to data and shall use such data pursuant to statute.

1. **Academic Performance Data.** The Sponsor shall provide academic performance data to the School for each student enrolling in the School from the district school system, as well as rates of academic progress of comparable student populations in the district school system, pursuant to Section 1002.33(7), F.S.
2. **Monitoring and Review of Progress Toward Goals Established by this Charter.** The School shall provide to the Sponsor access to data and information and the School facility as required to comply with the Sponsor's monitoring responsibilities pursuant to Section 1002.33(5), F.S.
3. **Student Assessment Data Reporting.** The School shall report any student assessment data as required by state or federal laws.
4. **Acceptable Use Policy.** All charter school employees and students are bound by all Sponsor computer policies and standards regarding data privacy and system security. The School shall not access any of the Sponsor's student information unless and until the student enrolls officially in the School. Violation of this provision constitutes good cause for termination.

Article III. STUDENTS

- A. Eligible Students.** The School may only enroll kindergarten through eighth grade students, unless the School meets the definition of a high-performing charter school, whose parents/guardians are residents of Gadsden County (or of a county for which an approved

Charter School interdistrict agreement is valid), or a student whose parent/guardian is an employee of this School or of Gadsden County Schools and for whom an employee-based reassignment has been approved by Schools.

- B. Grades Served.** The grades to be served by this School shall be kindergarten through eighth grade, as defined in Appendix A Initial Application Document(s) and Amendments(s) to this Charter and in specific provisions herein. Unless the School is categorized as a high-performing charter school under Florida Statutes, the School shall not serve grades other than those defined in this Charter without an approved amendment to this Charter. In the event the School is designated a high-performing charter school under Florida law, the School shall notify the Sponsor in writing by March 1 of any year if the charter school intends to expand grade levels the following school year.
- C. Class Size.** To the extent that such provisions and laws are legally applicable to charter schools, The School shall comply with the requirements of the Class Size Reduction provisions contained in Section 1 of Article IX of the State Constitution and Florida statutes for charter schools.
- D. Annual Enrollment.** Under no circumstances shall the annual enrollment of the School exceed the total enrollment identified in the initial charter application, or the final year enrollment as amended by the school's permitting agreement and documented by the School's written request to amend its original application. The School's annual enrollment shall not exceed Total Enrollment unless the School meets the definition of a high-performing charter school under Florida statutes. Total annual enrollment for each year shall be determined by the total number of applications received by March 1 of each year. The School shall provide access to enrollment applications for Sponsor verification upon request. The School shall provide the projected annual enrollment number expected for the following school year to the Sponsor on or before November 1 of each year to ensure that the Sponsor submits accurate projections to FLDOE by the deadline. Documentation that enrollment is sufficient will be provided through reviews of School financial and enrollment records and School FTE by the Sponsor. In the event the School is designated a high-performing charter school under Florida law, the School shall notify the Sponsor in writing by March 1 of any year when it intends to expand grade levels the following school year. In the event of a deferred opening, the student enrollment breakdown as outlined in the application will be adjusted to reflect the cancellation of the first year and year four will reflect the maximum capacity permitted.
- E. Notification of Annual Enrollment.** The School shall, by July 1 of each year, either provide the Sponsor a list of all enrolled students or ensure that all students currently accepted for school enrollment are showing in the Sponsor's student information system as enrolled. For the first year of instruction, the School shall make every effort to enter all schedules for active students into such student information system by Friday prior to the first day of school for

students. In subsequent years, the School shall enter all schedules for active students into the Sponsor's student information system by the Friday prior to the first day that day of school for students.

- F. Annual Capacity Determination:** The enrollment capacity of the School shall be determined by the School, pursuant to Section 1002.33(10)(h), F.S. Enrollment projections must comply with the facility capacity as stated on a valid facility permit or certificate required for occupancy. The School shall ensure at all times that enrollment does not exceed capacity. Enrollment capacity for the following year shall be annually reported to the Sponsor by the School by November 1.

- G. Enrollment Decreases.** If the planned enrollment in the school decreases by 30 percent or more of the projected enrollment in any given year, the School shall be required to submit a revised budget

- H. Admissions and Enrollment Plan.** The School shall enroll any eligible student who submits a timely and complete application, except that if the number of applications exceeds the capacity of the School all eligible students shall have an equal chance of being admitted through a random selection process that complies with Florida law. Documentation of each enrollment lottery and the student wait list must be made available to the Sponsor upon request. The School must obtain written proof of consent for enrollment from the Student's parent or guardian prior to enrollment. The School must maintain a record of all students that apply to the School, regardless of whether enrollment occurs. This information must be made available to the Sponsor upon request.

- I. Recruitment of Students.** The School shall have access to student directory information through an electronic file from the Sponsor, as permitted by the Family Educational Rights and Privacy Act (FERPA). The School may not request information regarding the academic history, assessment, juvenile or disciplinary status, individual education plan (IEP) or disabled status, or other information regarding special needs of a student prior to official enrollment of the student.

- J. Health, Safety, and Welfare.** Enrollment is subject to compliance with the provisions of Section 1003.22, F.S., concerning school health examinations and immunizations. The School shall comply with medication administration requirements under Section 1006.062, F.S. The School governing board shall develop and approve policies to ensure compliance with this area and shall provide a copy to the Sponsor by August 1, 2012. If such policies are amended, the School shall provide copies to the Sponsor upon approval by the School's governing board. The School agrees to comply with all applicable health, safety, and welfare laws as required by Section 1002.33, F.S. The School agrees to either implement the Sponsor's wellness policy or

develop and implement a School wellness policy and to report annually, as required by the federal and state, regarding wellness policy reviews and implementation.

K. Extracurricular Activities. The School shall refer students for participation in extracurricular activities at Sponsor schools through the Sponsor's Interdivisional Support Services contact in accordance with Sections 1006.15 and 1002.33, F.S. The School shall abide by all reporting requirements of the Sponsors and shall ensure compliance with the Bylaws, Policies and Procedures of the Florida High School Athletic Association. Students may not participate in activities until all process and reporting requirements are met by the school.

1. **Support for Student Accomplishments.** The Sponsor will support the School in efforts to recognize student accomplishments through charter school participation in district academic and/or district athletic competitions. If there are costs not paid for or reimbursed by the state, the School shall pay its share of the costs of participation in such events.
2. **Eligibility.** Enrollment and eligibility of students are subject to Sections 1003.21 and 1006.15, F.S., as well as Gadsden County Schools guidelines for participation. Students shall meet minimum age requirements; provide required evidence of birth, health examinations, and immunizations; provide required evidence of residence documents; and meet all other state, association, and Sponsor eligibility requirements.
3. **Florida Education Equity Act.** The School shall not violate the antidiscrimination provisions of Section 1000.05, F.S.

L. Discipline. The School agrees to adopt policies designed to maintain a safe learning environment at all times, shall develop plans to identify, minimize, and protect others from violent or disruptive student behavior, and shall comply with Florida laws regarding the safety and welfare of students. The School agrees to maintain a safe learning environment at all times.

1. **Student Code of Conduct.** The School shall adopt the Sponsor's Code of Student Conduct or shall develop a Code of Student Conduct that is in compliance with state and federal laws, rules, and regulations. The School shall not adopt any student conduct rules that are less restrictive than the Sponsor's Code of Student Conduct. Any deviation from the Sponsor's Code of Student Conduct must be approved in writing by the Sponsor prior to implementation. To the extent that the School adopts a Code of Conduct other than the Sponsor's Code of Student Conduct, the School shall provide copies of such code to the Sponsor for review prior to implementation. Documentation of communication of the code to parents and students shall be kept on file and shall be made available to the Sponsor.
2. **Discipline Policies.** All policies and procedures developed by the School to implement the Code of Student Conduct shall be in accordance with state and federal laws, rules, and regulations.
3. **Discipline Procedures for Students with Disabilities.** In order to ensure compliance with the student discipline procedures for students with disabilities, the School shall collaborate

with the Sponsor in developing a School policy regarding such students which must comply with all local, state, and federal laws.

4. **Corporal Punishment.** The School shall not engage in corporal punishment.
5. **Written Discipline Plan.** The School shall provide to the Sponsor, by July 1 of each year and within 30 days of any amendment to the plan, a written plan for ensuring the safety and security of students, staff, and the community.
6. **Discipline Reporting.** The School shall report discipline data, as mandated by the State of Florida to FLDOE, by entering data on a monthly basis into the Sponsor's student information system. Discipline data shall be shared with the Sponsor upon request.
7. **Failure to Maintain a Safe School and School Community.** If the Sponsor determines, based on the School's discipline data, law enforcement reports/data, and/or community complaints, that the school safety at the School is a significant concern, the Sponsor will notify the School in writing of documented incidents and issues. "Significant concern" for purposes of this section is defined to mean an event or events that immediately threaten the student community with the potential for serious violence or harm. In the event recent circumstances or data demonstrates the existence of a significant concern, it may be deemed necessary for the School to hire, at its own cost, a school resource deputy or off-duty sworn law enforcement officer in order for the School to ensure the safety and welfare of students, staff, and the surrounding community. The substitution of a security guard shall not be acceptable if this situation occurs. If the School fails to make reasonable documented attempts to handle this situation, the Sponsor may not renew or terminate this Charter based on a failure to maintain a safe school environment pursuant to Section 1002.33, F.S.
8. **Immediate Termination Due to Conditions Threatening the Health, Safety, and Welfare of Students.** This Contract may be immediately terminated if the sponsor documents that good cause has been shown such that the health, safety, or welfare of the students is being threatened. Such action shall require a written notice to the School. The Sponsor shall comply with all requirements of Section 1002.33, F.S.
9. **Dismissal Policies and Procedures.** The School shall not dismiss, withdraw, or transfer students from the School unless such dismissal, withdrawal, or transfer is in accordance with written and governing board-adopted School policy, which policy must require that the School recommend for expulsion any offense constituting an expellable offense under the Sponsor's policies or Florida law. In the event that a student commits an offense that is expellable under the Sponsor's policies or Florida law, then the School may only dismiss the student by recommending expulsion, using the Sponsor's expulsion process, to the Gadsden County Schools Superintendent. The School shall defend and pay all costs of any legal action related to dismissal of students for disciplinary reasons. If a student is dismissed for disciplinary reasons for which expulsion is not required, the School shall communicate this action to the Sponsor prior to dismissal. The School shall communicate with the Sponsor regarding any potential dismissals of students with disabilities prior to any action to dismiss. Students with disabilities will be disciplined only in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504. If the actions of students dismissed

from the School result in a recommendation for assignment to an alternative school or expulsion from Gadsden County Schools, then the School will cooperate in providing information and testimony needed in any legal proceeding. Students will be expelled from Gadsden County Schools or stipulated to an alternative school only if approved by the Gadsden County School Board. Dismissal of students for expellable offenses in the absence of submitting a recommendation for expulsion to the Sponsor or otherwise in violation of this section may result in termination of this Charter.

10. **Dismissal for Student Attendance Reasons:** The School must implement all statutes as outlined in Florida School Laws pertaining to student attendance. No student may be withdrawn for attendance reasons or truancy without documentation of the required interventions and process. If the School intends to request assistance from the Sponsor in bringing court action relative to truancy, the School must provide documentation that it has fully implemented state statute, district policy, and the Sponsor's truancy process prior to such a request.
11. **Off-Campus Felonies in the Community.** The School may follow the Sponsor's policy or develop and implement a School policy addressing students who commit felonies that do not occur on School property or at school-sponsored events. The Sponsor shall provide notice to the School when the Sponsor has knowledge of such felonies involving School students. The School shall follow the Sponsor's process relative to students who have committed a felony in the community if the School wishes to work with the Sponsor in securing alternative placements or for expulsion recommendations for such students.

M. Disaster Preparedness Plan and Crisis Plan. The School shall provide a copy of the School disaster preparedness plan and the School crisis plan to the Sponsor by July 1 of each year.

N. Nonsectarian. The School's enrollment policies shall be nonsectarian.

O. Enrollment Preferences. Pursuant to Section 1002.33, F.S., the School may give enrollment preferences to: siblings of a student enrolled in the School; to the children of an employee of the School; children of members of the School governing board; children of active-duty military personnel; and children completing a School-provided voluntary prekindergarten program. The School's application and/or current policies, as adopted by the School governing board, shall outline School enrollment preferences which shall not conflict with statutory language.

P. Diversity. Subject to restrictions of applicable Florida law and federal and state constitutional principles, the School agrees that the School shall maintain a racial and ethnic balance reflective of the community served, pursuant to Section 1002.33(7), F.S.

Q. Students Ineligible for Enrollment. The School may not enroll a student from any Sponsor school, or from any other school, who is currently eligible for expulsion (as indicated by withdrawal codes or records), who has committed and been adjudicated for a felony in the

community for which the Sponsor would require expulsion, or who is entering the district from a Department of Juvenile Justice program unless the Sponsor agrees to such enrollment.

R. Maintenance of Student Records as Required by Statute. The School shall maintain all student and school records in accordance with Sponsor requirements on current and former students and shall provide parents with such records as requested and required by law. The Sponsor has a right, with reasonable notice, to review any documentation maintained by the School. All records required to be entered into the Sponsor student information system shall be entered according to Sponsor timelines and guidelines and must be kept current. All access to records shall be in compliance with FERPA.

1. **Cumulative (Permanent) Records.** All cumulative student records (Category A) shall be maintained in accordance with Sponsor procedures. For students entering the School, the School shall request cumulative records from the previous school upon formal entry of the student into the School. If no cumulative records are available for entering students, the School shall create a cumulative folder that meets Sponsor requirements. For students exiting the School and upon a record request from another school for the cumulative records of a student, the School shall deliver the cumulative record with a copy of the request for records to the Sponsor Records Center. The Records Center shall ensure that the request for records is honored. At no time shall the School send cumulative records to any school, district, or site other than the Sponsor Records Center. All such records of graduating students shall be transferred and delivered to the Sponsor Records Center by the School. The School shall maintain both active records and archival records for current/former students in accordance with Section 1002.22, F.S. Failure to adequately maintain cumulative records as required may constitute grounds for termination of this Charter.
2. **Records of Student Progress.** All records of student progress (Category B) shall be promptly transferred and delivered by the School to the appropriate school if a student withdraws to return to the Sponsor's school system. If the student withdraws to another school system, such records shall be delivered to the Sponsor's Records Center in a folder separate from the cumulative folder. The School may retain copies of student academic records created during a student's attendance at the School.
3. **Report.** The School shall provide an annual report to the Sponsor, listing all students enrolled during the school year and the disposition of each student's cumulative records (i.e., stored on site, transmitted to the sponsor, or other disposition if appropriate). This report for the immediately preceding year shall be transmitted and delivered each year prior to July 1.

S. Nondiscrimination The School shall not discriminate in any educational program or activity based on race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, or disability or any other unlawful factor if otherwise qualified. The School shall not discriminate against students who are served through the exceptional student education (ESE) programs,

those with disabilities identified under Section 504 of the Vocational Rehabilitation Act of 1973, or students served as English for Speakers of Other Languages (ESOL) programs. The School shall not deny application to a disabled student. A school shall not withdraw, an enrolled disabled student unless there has been a determination by a IEP team that the student needs a service delivery model not presently in existence at the School. The School shall include a nondiscrimination statement and statement of inclusion in any application handout or brochure concerning the School and on the School's website. In accordance with Section 1003.21(d) students who become or have become married and students who are pregnant shall not be prohibited from attending school, and shall receive the same educational instruction as other students, but may voluntarily be assigned to a class or program suited to their special needs. Consistent with Section 1003.54, pregnant or parenting teens may participate in the teenage parent program; the Principal will make the necessary accommodations to meet these requirements. The School shall adopt and implement a nondiscriminatory policy encompassing these principles.

- T. Students with Disabilities.** The School shall provide all enrolled students with disabilities appropriate programs implemented in accordance with federal and state laws and local policies and procedures, specifically: the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1973; Section 1001.42(4)(1), F.S.; Section 1002.33(20); and Chapter 6A-6 of the Florida Administrative Code.
- 1. Nondiscrimination.** The School shall adopt and implement a nondiscriminatory policy regarding placement, assessment, identification, selection, and admission of disabled students. Unless the Sponsor and the School have reached an alternate agreement that complies with applicable state and federal laws, which agreement has been reduced to writing and properly executed, the School shall provide services and accommodations to students with disabilities and shall be responsible for the delivery of all educational and related services indicated on each student's individual education plan (IEP). Related services must be provided by the School staff or paid through a separate contract. The School shall not utilize any student information identifying the student as disabled prior to completion of the School application process nor shall the School application request information about a student disability. Upon enrolling a disabled student, the School policy shall require the School to convene an individual education plan (IEP) or a 504 Plan meeting with the IEP or 504 Plan team. The IEP or 504 team will review and revise the IEP or 504 Plan, as appropriate, and propose services and placement to meet the needs of these students. If that placement requires a service delivery model not presently in existence at the school, the IEP team will work with the Sponsor to determine an appropriate school assignment. A school shall not withdraw, an enrolled disabled student unless there has been a determination by a IEP team that the student needs a service delivery model not presently in existence at the School.

2. **Free Appropriate Public Education (FAPE).** The School shall provide a FAPE to each exceptional education student enrolled in its School.
3. **Response to Intervention.** The School shall implement the response to intervention (RtI) process with fidelity, as a general education intervention, and shall either implement the Sponsor's plan or develop and implement a Sponsor-reviewed plan that aligns with state/federal requirements. The RtI shall be implemented prior to a referral for formal testing.
4. **Individual Education Plans.** The School shall use all Sponsor forms and procedures related to pre-referral activities, referral, evaluation, and reevaluation for ESE eligibility, IEP development, and placement. School staff shall schedule and conduct an IEP meeting with the student's parents/guardians at mutually agreeable times for each eligible ESE student in the School. The Sponsor shall be invited to participate in IEP meetings. The School shall attend training as needed to ensure compliance with this area.
5. **Least Restrictive Environment (LRE).** The School shall make a continuum of services available to students with disabilities, as appropriate. Students with disabilities enrolled in the School shall be educated in the least restrictive environment appropriate to their needs and shall be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved. A school shall not withdraw, an enrolled disabled student unless there has been a determination by a IEP team that the student needs a service delivery model not presently in existence at the School.
6. **Procedural Safeguards.** Parents of students with disabilities shall be afforded notice of procedural safeguards in their native language, as provided by FLDOE.
7. **Sponsor's Responsibilities.**
 - a. The Sponsor shall provide access to and training for forms and procedures related to response to intervention, pre-referral activities, referral, evaluation, and reevaluation for ESE eligibility, IEP or 504 Plan development, and placement for students identified as disabled under IDEA or Section 504. The Sponsor shall be responsible for review of all such plans and forms and shall make the final determination of the matrix score, the appropriateness of IEPs or 504 Plans, whether the School is providing the services as required by the IEP or 504 Plans, and if the School shall earn weighted funding for ESE students based on the review.
 - b. The Sponsor shall serve as the local education agency (LEA) for all eligibility staffings, but shall designate that responsibility to the School for IEP or Section 504 Plan meetings.
 - c. The Sponsor shall provide access to and training for forms and procedures related to Section 504 and gifted students.
 - d. The Sponsor shall provide oversight and monitoring of School services to disabled and ESOL students.
 - e. The Sponsor shall have the responsibility of conducting evaluations of students referred for potential eligibility under IDEA or Section 504, in accordance with federal and state

mandates and after the School has implemented an appropriate response to intervention process, as defined by the state and federal laws and in the Sponsor's RtI plan. The School may obtain independent student evaluations at School expense. These evaluations may be considered in determining eligibility but not necessarily substitute for an evaluation conducted by the Sponsor in a manner and timeframe consistent with that for all other schools in the district.

8. School Responsibilities.

- a. The School shall comply with all requirements, as outlined above, for provision of services to all ESE, Section 504, and ESOL students.
- b. The School shall ensure that School staff are adequately trained to provide such services.
- c. The School shall provide disabled students with programs and services implemented in accordance with federal, state, and local policies and procedures, specifically IDEA, Section 504 of the Rehabilitation Act of 1973, and Sections 1000.05, 1003.57, 1001.42 (4)(1), and 1002.33, F.S. and Chapter 6A-6, Florida Administrative Code.
- d. The School shall deliver all educational, related services, and equipment indicated on student IEPs, educational plans (EPs), or 504 Plans. The School shall also provide related services and equipment, e.g., speech/language therapy, occupational therapy, physical therapy, counseling, assessment instruments, assistive technology devices, and therapeutic equipment.
- e. The School shall comply with the requirements of IDEA as it relates to a student IEP and required attendance at IEP meetings.
- f. The School shall conduct evaluations of School students referred for physical therapy (PT), occupational therapy (OT), and speech/language therapy (S/L) and shall provide any of these required services for students found to be eligible. The School shall ensure that the OT, PT, and/or the S/L therapists who perform the evaluations attend eligibility and IEP meetings to review such evaluations and also attend Sponsor-provided professional development related to their services.
- g. The School shall ensure that only highly qualified and certified staff are employed to provide such services.
- h. The School shall inform the Sponsor of all potential issues regarding such students and shall work closely with the Sponsor to discuss needed services for students with disabilities and ESOL students and shall provide legal representation, selected after consultation with the Sponsor, in any legal or quasi-legal activity (mediation, due process hearings, appeals, other court actions, or formal complaints) regarding such students.
- i. The School shall bear all reasonable costs in the event of a due process hearing in accordance with IDEA involving the provision of education and related services to a student with disabilities in the School or for a court action under Section 504. In the event that the party representing the parents or guardians prevails, any and all attorney fees awarded to the prevailing Party shall be paid by the School. The School shall be

responsible for any and all expenses, costs, attorney fees, and compensatory services awarded in a civil suit, appellate proceeding, or other legal or quasi-legal activity pertaining to the placement or education of a disabled student enrolled in or served by the School. In the event that the party representing the parents or guardians prevails, any and all attorney fees awarded to the prevailing Party shall be paid by the School. Any costs and fees incurred by the Sponsor in the defense of a due process hearing, or formal complaint pertaining to the education of a disabled student enrolled or served by the School, shall be reimbursed to the Sponsor within 30 days of submission of a written invoice by the Sponsor. The School shall provide the Sponsor any information requested in reference to any legal or quasi-legal activity regarding educational programming or placement afforded a student with disabilities.

U. Exceptional Student Education (ESE) Services Covered by Administrative Fee. Activities provided by the Sponsor related to the provision of appropriate services to ESE students covered by the administrative fee include:

1. Provision of the IEP system and training to support such use;
2. Staff development related to ESE services and compliance;
3. Oversight and monitoring services to ensure compliance;
4. Access to district ESE forms;
5. Monitoring and support to ensure accuracy of FTE;
6. Exceptional student education (ESE) staffing/program specialist support; and
7. Consultation with the ESE Director or other staff regarding ESE issues.

V. Section 504 Services Covered by Administrative Fee. Activities provided by the Sponsor related to the provision of appropriate services to Section 504 students covered by the administrative fee include:

1. Staff development related to Section 504 services and compliance;
2. Oversight and monitoring services to ensure compliance;
3. Access to district Section 504 forms;
4. Monitoring and support to ensure accuracy of FTE; and
5. Consultation with the ESE Director or other staff regarding Section 504 issues.

W. Gifted Services Covered by Administrative Fee. Activities provided by the Sponsor related to the provision of appropriate services to gifted students covered by the administrative fee include:

1. Provision of the educational plan (EP) system and training to support its use;
2. Staff development related to ESE services and compliance;
3. Oversight and monitoring services to ensure compliance;

4. Access to district ESE forms;
5. Monitoring and support to ensure accuracy of FTE; and
6. Consultation and administrative support from the ESE Director or other staff regarding ESE issues.

X. Section 504 Students. The School shall provide reasonable accommodations to students with physical or mental impairments, which substantially limit a major life activity, if and to the extent required to enable the students to have opportunities to be successful in their educational programs equal to that of nondisabled peers. The School shall evaluate, determine eligibility, and develop a Section 504 Plan as appropriate for students.

Y. Gifted Students. The School shall follow state guidelines for identification, eligibility, and educational plan (EP) development and provide gifted students with the services required by student EPs pursuant to state law.

Z. English for Speakers of Other Languages (ESOL) Students. Students enrolled in the School who are of limited proficiency in English shall be provided primary instruction in English by personnel who hold a valid State of Florida educator's certificate showing the ESOL subject area or endorsement or who meet the training requirements under the State ESOL plan. The School shall comply with the Sponsor's limited English proficiency (LEP) plan or the School shall implement a School FLDOE-approved LEP plan.

AA. Federal and State Reports. Unless otherwise exempted by Florida Statutes, the School shall comply with federal and state reports in accordance with the timelines and specifications of the Sponsor and FLDOE.

Article IV. FINANCIAL ACCOUNTABILITY

A. Revenue

1. **Basis for Funding as Provided in Statute (Section 1002.33[17][b]).** Pursuant to Section 1002.33, F.S., students enrolled in the School shall be funded as if in a basic program or a special program enrolled in other public schools in the Sponsor's school district. The basis of the funding that the School is eligible to receive shall be the sum of the Sponsor's operating funds from the Florida Education Finance Program (FEFP), as provided for in Section 1011.62, F.S., and the General Appropriations Act, including gross state funds, discretionary lottery funds, funds from the Sponsor's current operating discretionary millage levy, divided by total funded weighted full-time equivalent students in the school district, multiplied by the weighted full-time equivalent students in the School. Provided that the School's students or programs meet the eligibility criteria in law, the School shall be entitled to their proportionate share of categorical program funds included in the total funds available in the FEFP by the legislature, including transportation.
2. **Student Reporting.** The School shall accurately report student enrollment to the Sponsor as required pursuant to Section 1011.62, F.S., and in accordance with the definitions in Section 1011.61, F.S., at agreed upon intervals and using the method used by the Sponsor when recording and reporting cost data by program. The Sponsor agrees to include School enrollment in the Sponsor's district report of student enrollment. In order to receive full funding, the School shall provide all required information within the same schedule required of all other Sponsor schools. The School agrees to submit initial enrollment numbers and provide a report of enrolled students consisting of their grade levels and addresses by June 10, 2012. In the months of July and August 2012 the School agrees to regularly update enrollment information by providing a list to the Sponsor. In July and August of subsequent years, the School agrees to regularly update enrollment information in the Sponsor's automated system. The Sponsor shall review School enrollment data on a weekly basis during the summer to ensure that updates occur. The School shall designate a staff member and a backup staff member as the FTE contacts for the School. Both FTE contacts shall attend all FTE and data training workshops offered by the Sponsor in order to facilitate this process.
3. **Automated Data System:** The Sponsor and the School shall utilize the Sponsor's existing automated reporting system to collect and report data required for various reports required by FLDOE. The Sponsor agrees to provide necessary training and the School agrees to release appropriate staff to enter the necessary data required for such reports into the Sponsor's automated data system. However, in the event that the School experiences frequent turnover or changes to staff required to enter the necessary data, the School will be charged a fee for such training. The School shall provide all necessary hardware and related infrastructure for accessing the Sponsor's automated system. For the initial year, such hardware and infrastructure shall be in place by the first day of school for students. After

the initial year, Such hardware and infrastructure shall be in place on or before August 1 and shall remain in place continuously during each subsequent year of operation. By the twelfth day of each school term, the School agrees to enter necessary data required for enrollment reporting into the Sponsor's system and to regularly update the data to ensure accuracy of reporting. The Sponsor shall provide FTE reports to the School through an automated system to be utilized by the School to ensure accuracy of data. Failure to enter accurate data according to timelines may result in loss of funding for the School. The data elements shall include but not be limited to:

- a. Demographic information;
 - b. ESE, ESOL, and 504 data;
 - c. Grade level assignments;
 - d. Student schedules;
 - e. Required health information;
 - f. Required discipline information;
 - g. Daily attendance;
 - h. Transportation;
 - i. Teacher/staff data elements;
 - j. Master schedules;
 - k. ESOL/migrant codes;
 - l. Grades;
 - m. Academic history/transcript information;
 - n. Entry/withdrawal codes and information;
 - o. Student lunch information; and
 - p. Other as required by the Sponsor or state or federal laws.
4. **Distribution of Funds Schedule.** The Sponsor shall make every reasonable effort to ensure that the School receives timely and efficient distribution of funds. The Sponsor's payment to the School shall be issued monthly.
- a. **First Distribution.** The first distribution of funds to the School under this Charter shall be based on the documented enrollment as of June 30 for a new school the first year and on the FTE earned the previous year for subsequent years. If the School's enrollment at the conclusion of the second week of student attendance is less than 90 percent of the projected enrollment, further monthly distributions shall be proportionately reduced.
 - b. **Subsequent Distributions.** The results of FTE membership surveys shall be used in adjusting the amount of funds distributed monthly to the School.
5. **Adjustments.** Total funding for the School shall be recalculated during the year to reflect revised calculations by the state and the actual weighted FTE students reported by the School during the full-time equivalent survey periods designated by the Commissioner of Education.
6. **Enrollment and Facility Capacities:** Payments shall not be made for students in excess of the School's enrollment capacity and the School's valid facility capacity, as determined by the Certificate of Occupancy or permit, whichever is less, or a certificate from the architect

if the facility permits or certificates do not address facility capacity. The Certificate of Occupancy or permit, or certificate from the architect must be received by the Sponsor before the beginning of the first day school of the applicable school year.

7. **Holdback/Proration.** In the event of a state holdback or proration which reduces the Sponsor's funding, the School's funding shall be reduced proportionately.
8. **Exceeding State Cap.** In the event that the Sponsor's district exceeds the state cap for weighted FTE in any expenditure category in any programs established by the legislature resulting in unfunded weighted FTE for the Sponsor, the School's funding shall be reduced to the proportionate share of any unfunded weighted FTE.
9. **Funding Adjustment for Noncompliance.** If the Sponsor finds or receives notice of an FTE or other funding adjustment which is attributable to noncompliance by the School, the Sponsor shall deduct such assessed amount from the next available payment otherwise due to the School. If the assessment is charged near the end or after the term of this Charter where no further payments are due to the School, the Sponsor shall provide prompt notice to the School which shall within 30 days refund the amount of the assessment. If the School fails to open during any year during the term of this Charter, through no fault of the Sponsor, the School shall reimburse the full amount of any funding provided by the Sponsor to the School within 30 days. The School shall be responsible for an additional fee of one percent per month on the unpaid balance after 30 days from the notice of such assessments.
10. **Summer School.** If a student enrolled in the School attends a summer program offered by the Sponsor, the School shall reimburse the Sponsor for the costs, as determined by the Sponsor. Failure to comply will result in a deduction from the next regular distribution of funds.
11. **Categorical Funding.** If School students or programs meet the eligibility in law for these funds, the School shall be entitled to the proportionate share of categorical program funds included in the total funds available in the FEFPP. The School shall provide the Sponsor with documentation that categorical funds were expended for the purpose for which categorical funds were established by the Florida Legislature. The School shall reimburse the Sponsor for inappropriate expenditures.
12. **Grants.** The Sponsor agrees, upon receipt of adequate documentation from the School, to provide the School with equivalent federal grant funds per eligible student. For federal grants in which the Sponsor is the fiscal agent, the Sponsor shall deduct the full amount of allowable indirect costs in all cases in which such costs are allowed by the funder. For the special case of charter school-specific grants in which the funder allows indirect costs only when there is an agreement between the School and Sponsor, the School voluntarily agrees that the Sponsor shall deduct a reduced indirect rate of two percent. The Sponsor shall be entitled to suitable direct costs (as agreed to by the School and the Sponsor) for grant administration in which direct costs are prohibited by the funder. The School shall comply with applicable Sponsor policy, procedures, and internal deadlines for grant programs in which the Sponsor is the fiscal agent or partner for grant programs. When the funding source requires that the Sponsor serve as the fiscal agent for a grant, the School shall (prior

to generating any paperwork to the funding agency) notify the Sponsor in writing of the intent to submit a grant application and attach the grant application guidelines. In the event that the grantor requires the Sponsor to monitor and/or review the School's expenditures pursuant to any grant the School receives, the School shall comply within a reasonable timeframe with any and all additional reporting requirements or corrective action prescribed by the grantor or Sponsor. If it is determined that a reimbursement of grant funds is required due to an audit or other investigation, the School is solely responsible for making the reimbursement.

B. Federal Funding. With regard to any program or service provided by the Sponsor that is funded with federal funds that follow an eligible student, the Sponsor agrees that if the same program is provided at the same level of service by the School the Sponsor shall, upon adequate documentation from the School, provide the School with federal funds or services supported with federal funds, on an equitable basis, for which the School is eligible, providing that no federal law or regulation prohibits the direct transfer of funds. The transfer of funds or the provision of services as specified in this section shall be in accordance with School Board Policy. The Sponsor shall provide the calculation method to support documentation. Pursuant to the provisions of 20 U.S.C. 8061 s. 10306, the School shall receive all federal funding for which the School is otherwise eligible not later than five months after the School enrolls students for the start of the year, or as soon as the School meets any planning or other requirements as set forth in law.

1. **Title I.** The School's eligibility to receive Title I funds shall be based on a predetermined cutoff established by the Sponsor. Charter schools receiving Title I funds are subject to all terms and conditions of No Child Left Behind, Adequate Yearly Progress, and Differentiated Accountability. Any Title I funds allocated to the School shall be used to supplement, and not supplant, student instructional needs or other needs as defined by the Title I Plan to be developed collaboratively with the Sponsor and submitted to and approved by the Sponsor's Title I Office. The School shall timely and fully comply with the Title I Plan and Title I budget as submitted and approved by the Sponsor if eligible to receive Title I funds. The School shall adhere to all applicable requirements under federal law and implementing regulations, as amended from time to time and as pertaining to Title I Schools. In the event that the School qualifies to receive Title I funds during one year but is not eligible the next year, the School shall be required to surrender property purchased with Title I funds to the Sponsor for redistribution to qualifying schools in the school district. The School shall maintain a separate inventory for any furniture, fixtures, or equipment purchased with Title I funds in accordance with Sponsor requirements. The School shall make School lunch applications available to the Sponsor for review upon request.
2. **Individuals with Disabilities Education Act (IDEA).** School eligibility to receive IDEA funds and/or services supported by IDEA funds shall be determined by the Sponsor's ESE

office. Eligibility shall be determined based on a review of ESE students enrolled and the level/type of services required, based on enrolled student IEPs.

3. **Other Federal Funds.** School eligibility to receive other federal funds or services supported by federal funds shall be determined by the Sponsor. Release of funds when the School is deemed eligible shall be dependent upon compliance with all procedures set forth by the Sponsor and the funding agency. Any eligible student enrolled in the School shall be provided federal funds for the same level of service provided other eligible students in the schools operated by the Sponsor.

C. Charter School Capital Outlay Funds

1. **Application.** In each year in which capital outlay funds are appropriated for charter schools and when and if the School becomes eligible for such funding, as determined by FLDOE, the Sponsor shall cooperate and assist the School, as required by Section 1002.33, F.S., to obtain such funding for the School and shall submit the School's Capital Outlay Plan to FLDOE, after submission by the School to the Sponsor. The School shall submit a School Capital Outlay Plan to the Sponsor at least six working days prior to the due date set by the State. The Sponsor shall complete the district section of the School Capital Outlay Plan and submit such to the State prior to the state deadline. In the event that the Sponsor requires clarification from the School prior to completing the district section of this plan, the School shall be required to attend a meeting scheduled by the Sponsor. The Sponsor shall not certify capital outlay plans if it cannot attest to the School's eligibility.
2. **Distribution.** Prior to distribution of funds, FLDOE shall certify the School Capital Outlay Plan. The Sponsor shall allocate such funds that flow through the Sponsor to the School within ten working days of delivery to the Sponsor. Funds will be allocated upon receipt of proper documentation of expenses consistent with the Capital Outlay Plan. Any property or improvements purchased by the School with Capital Outlay funds shall not be sold, transferred, encumbered, or disposed of by the School without obtaining prior permission of the Sponsor. The School shall provide to the Sponsor an inventory and copies of invoices for property purchased with Capital Outlay funds and provide lists of any property or improvements that the School may subsequently dispose of as surplus property. The School shall utilize the Sponsor's procedures for submitting and approving requests for funding under Section 1013.62, F.S.
3. **Reversion Upon Nonrenewal or Termination.** The property and improvements purchased with Capital Outlay funds and any unencumbered Capital Outlay funds shall be subject to reversion to the Sponsor pursuant to Sections 1002.33 and 1013.62, F.S. Ownership of an asset shall revert to the Sponsor in the event of termination or nonrenewal of the Charter if School accounting records fail to clearly establish whether a particular asset was purchased with Capital Outlay funds or from other funding sources. The School shall provide to the Sponsor information demonstrating the source of funds used to purchase such assets which may include, but is not limited to, an accounting of Capital Outlay funds received.

- D. Other Revenue.** The School may accept gifts, donations, or grants if acceptance of such funds does not violate any applicable law or the terms of this Charter. In the event that the School solicits funding from sources other than those set forth in this Charter, the School shall comply with all applicable federal and state laws regarding the reporting of charitable solicitations. The School shall keep separate accounting records of all such funds. Any such funds made directly to the Schools shall be used in accordance with the terms of such funds. Any such funds made directly to the School for general application at the Charter School or for the students shall be expended in the Charter School. The School shall notify the Sponsor in writing within 30 days of receiving such funds.
- E. Use of Funds.** All funds distributed to the School by the Sponsor shall be used solely for educational purposes, and the School shall have discretion to determine how such funding shall be allocated at the School level to serve those purposes.
- F. Reports.** Unless otherwise exempted, the School shall complete all required or requested state and federal reports in accordance with timelines applicable to state and federal requirements.
- G. Remaining Assets.** In the event that the Charter is terminated or not renewed, the School shall return any remaining public assets to the Sponsor as required by Section 1002.33, F.S., in accordance with Article I sections F6 and G of this Charter.
- H. Sponsor Administrative Fee.** The Sponsor shall retain the maximum administrative fee allowed by law for the Sponsor's costs of administrative and educational services that the Sponsor is required to provide by Section 1002.33, F.S. Unless otherwise agreed, the Sponsor shall charge the School for Sponsor staff time and other services provided to the School that is not provided pursuant to Section 1002.33, F.S., at the following rates and will invoice the School for such services, if any:
1. **Staff Time.** Staff time will be charged at the Sponsor's actual costs as calculated by multiplying the hourly rate, including benefits, of Sponsor personnel performing the service by the number of hours spent for services to the School.
 2. **District Media Center, and Other Services Not Required to Be Provided by Section 1002.33, F.S.** These services will be charged at the Sponsor's actual cost.
 3. **Access to Other Optional Sponsor Services.** Access to services not required by law may be negotiated by the parties. The Sponsor is not obligated to provide any service not required by law.
- I. Restriction on Charging Tuition or Fees.** The School shall not charge tuition or fees, except those fees normally charged by other public schools nor shall it levy taxes or issue bonds secured by tax revenues. Fees collected must be allocated directly to, and only spent on, the act

or material for which the fee is collected. At least 30 days prior to the beginning of each school year, the School shall provide the Sponsor with a comprehensive fee schedule. No fees shall be collected without written approval from the Sponsor. Documentation supporting the collection of all fees shall be maintained and shall be subject to Sponsor review.

J. Budget

1. **Reasonable Proof of Funding for Ongoing Operations.** The School shall provide to the Sponsor reasonable proof by July 1 of each year that there are sufficient funds to cover the ongoing operational expenses associated with the operation of the School for the following year. The Parties agree that the School's unaudited financial records on which a draft budget shall be developed and submitted shall satisfy this requirement.
2. **Codification of Accounts.** The School shall be in accordance with generally accepted accounting principles in the United States and the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Public Schools (Red Book) as a means of codifying all transactions pertaining to operations. Federal, state, and local funds shall be maintained according to existing mandates and practices, i.e., separation of funds for federal, state, and local funds.
3. **Annual Budget.** The School's governing board shall adopt and maintain an annual budget. All amendments to the annual operating budget shall be approved by the governing board. All operating budgets shall be balanced, provided to the Sponsor in the format required by the Sponsor, and include cash flow projections.
4. **Date to Submit to Sponsor.** The School shall provide to the Sponsor an approved annual operating budget and cash flow projections by September 15 of each year for the current year and shall provide approved amended budgets and cash flow projections to the Sponsor within 30 days of governing board approval.

K. Financial Records, Reports, and Monitoring

1. **Maintenance of Financial Records.** The School shall maintain adequate records, including a system of internal accounts, and shall provide annual financial and program cost report information in the state-required formats for inclusion in district reporting in compliance with Section 1011.60(1), F.S.
2. **Financial and Program Cost Accounting and Reporting for Florida Schools.** Each School district shall account for and report all expenditures of state, local, and federal funds on a school-by-school basis and a district-aggregate basis pursuant to Section 1010.20, F.S. To ensure accuracy and timely submission of the Sponsor's required report, the School shall provide the Sponsor with an unaudited financial report by July 31 of each year and an audited report by August 15 of each year. The reports must be prepared in accordance with the Governmental Accounting Standards Board Statement Numbers 34 and 54, Basic Financial Statements, and Management's Discussion and Analysis for State and Local

Government and must include a complete set of annual financial statements and notes, thereto, prepared with generally accepted accounting principles and reflecting a level of detail that allows for the analysis of the ability to meet financial obligations and timely repayment of debt. The program cost report shall be provided to the Sponsor no later than August 15 of each year in a form and manner consistent with generally accepted governmental accounting standards in Florida and approved by the Sponsor. Failure of the School to comply with the timely submission of all financial statements will result in the Sponsor's withholding of subsequent payments to the School without penalty of interest to the Sponsor.

3. **Financial Reports.** Pursuant to Section 1002.33(9), F.S., the School shall report financial information in a manner that is comparable to that reported for other public schools.

L. Monthly/Quarterly Financial Reports. The School shall provide electronic financial statements to the Sponsor on a monthly basis, or as otherwise required by Florida statute, in a format prescribed by the Sponsor. These reports shall be delivered to the Sponsor no later than the thirtieth working day following the end of each month or following the end of each quarter when not required monthly as per Florida Statute. The School shall file all appropriate financial reports with state and federal agencies. The School shall include accurate financial information in the School Annual Accountability Report. The School governing board and the School administrator shall be accountable for fiscal monitoring and shall take this responsibility very seriously. It is expected that the members of the governing board and the School administrator shall be able to understand and explain the financial reports to the Sponsor. Failure to file reports as outlined shall constitute a breach of this Charter.

M. Annual Property Inventory. The School shall inventory, register, and tag all tangible personal property purchased with public funds, i.e., FEFP, grant, and other publicly generated funds; and all property valued at or over \$750 purchased with private funds or donated to the School and will implement a fixed asset management system recording such inventory as registered and tagged, which system shall specifically require the School to individually register each item and affix to each item a tag containing the following information: Property of the School District of Gadsden County, City of Midway, Purchased with [public/private] funds, Item # _____. An updated cumulative inventory list of such property shall be submitted annually to the Sponsor by June 30. The cumulative list shall include at a minimum: date of purchase, item purchased, cost of item, item location, and type of funds used to purchase the item. The cumulative list shall account for each item such so that the list is accurate and balanced. The School shall comply with the requirements of Florida Statutes and Rules of the Auditor General. The School shall not sell, dispose, or trade any property received from the Sponsor or through public funds without written permission from the Sponsor. Property purchased with federal funds shall be maintained and inventoried according to protocol required by the Sponsor's office responsible for monitoring such funds.

N. Annual Financial Audit. An annual financial audit, requested and paid for by the School, shall be performed, as required by Sections 1002.33 and 1010.20, F.S., by a licensed certified public accountant (CPA). The audit shall be performed in accordance with Generally Accepted Auditing Standards; the Government Accounting Standards Board (GASB), issued by the Comptroller General of the United States; the Rules of the Auditor General, State of Florida, and all federal, state, and local regulations, showing all revenues received from all sources, and all expenditures for the period July 1 through June 30 of that year. In conforming to applicable accounting standards and statutory requirements, the independent CPA shall consider appropriate analysis of financial trends and conditions. The School shall provide the Sponsor with eight copies of such audit and the corresponding responses to the audit, which shall be bound together in one report, and also with an electronic copy of the report by August 15 of each year. In addition, two copies of the audit report must be submitted to the Auditor General within 45 days after delivery of the audit report to the School's governing body. Furthermore, if the School internal audit reveals a deficit financial situation, the auditors are required to notify the School's governing board, the Sponsor, and FLDOE. The auditor shall report such findings in the form of an exit interview to the School administrator and the governing board chair within seven working days after finding the deficit. A final report shall be provided to the entire governing board of the School, the Sponsor, and FLDOE within 14 working days after the exit interview. Funding for any subsequent year or Charter extension, if approved by the School board, shall be contingent upon the receipt and subsequent approval of the audit by the Sponsor and/or Sponsor representatives, and such funding shall be adjusted as necessary to reflect audit findings. The School shall provide the Sponsor with annual financial reports, including a management letter, as of June 30 of each year for inclusion in the Sponsor's financial statements. These reports shall include a complete set of annual financial statements and accompanying notes, prepared in accordance with Generally Accepted Accounting principles, and reflecting the revenue sources and expenditures by function and object in sufficient detail to allow for the Sponsor's analysis of the School's ability to meet financial obligations and to timely repay debt. In addition, if the School is not part of a preexisting nonprofit organization or municipality, the School's financial activities shall be accounted for using the governmental accounting model applicable for state and local governments and their component units, as per Government Accounting Standards Board (GASB) statement 34. No later than May 1 of each year, the Charter School shall formally notify the Sponsor of the name, address and phone number of the auditor engaged to perform the year-end audit and documentation of the auditor's current peer review. Failure of the School to comply with the submission of all financial statements by the deadlines shall result in the Sponsor withholding subsequent payments without penalty of interest to the Sponsor. Furthermore, if such reports show a negative fund balance for two consecutive years, not including the initial year of operation, such shall be considered failure by the School to meet generally accepted standards of fiscal management and therefore good cause for nonrenewal or termination of this Charter.

O. Additional Audits by Sponsor. The Sponsor reserves the right to perform additional audits at Sponsor expense as part of the Sponsor's financial monitoring responsibilities as is deemed necessary. The Sponsor will provide notice in a timely manner. Such audits may be performed at any time after approval of this Contract.

P. Grant Reporting. The School shall submit quarterly Project Disbursement Reports for each grant to the Sponsor, supported by appropriate documents, including copies of invoices, timesheets, receipts, etc., to determine that grant funds are used and programs are operated in accordance with applicable federal and state statutes, rules, and regulations. All grant recipients will also be subject to scheduled site visits to review records and observe operations.

Q. 501(c)(3) Status and Form 990, if Applicable. If the School has been granted tax-exempt status, the School shall provide the Sponsor with a copy of correspondence from the Internal Revenue Service (IRS) granting tax-exempt status as a section 501(c)(3) organization. The School shall also provide the Sponsor with a copy of Form 990, Return of Organization Exempt from income tax, and all schedules and attachments within 15 days of filing with the IRS. If the IRS does not require Form 990 to be filed, the School will provide the Sponsor with written confirmation from the IRS of such non-requirement. The Sponsor does not covenant to extend or pledge district tax exempt authority in any way for the use or benefit of the School. The School shall also provide to the Sponsor all requested tax exempt or tax information related to any Educational Services Provider with whom the School may contract.

R. School Fiscal Year (July 1 – June 30). The School fiscal year shall be from July 1 to June 30.

S. Financial Recovery Plan and Corrective Action Plan as Required by Statute and State Board of Education Rule. If the School is deemed to be operating in a state of financial emergency, as defined by Sections 1002.33 and 218.503, F.S., as amended from time to time, State Board of Education Rules, and/or Technical Assistance Papers, the Sponsor may take any and all steps necessary to determine if the School will be allowed to operate in such a manner. The School shall immediately notify the Sponsor in writing when one or more of the conditions of financial emergency have occurred or will occur and will comply with Sponsor requests to provide records, attend meetings to discuss, and to develop a financial recovery plan and/or correction action plan, as required. Failure to work collaboratively with the Sponsor and/or to provide financial reports as required may result in the withholding of FEFP funds without penalty of interest to the Sponsor and/or termination/nonrenewal of this Charter.

T. Financial Management of School. The plan for handling the financial and administrative management of the School, including a reasonable demonstration of the professional experience or competence of those individuals or organizations operating a Charter School or those hired or retained to perform such professional services and the description of clearly delineated responsibilities and the policies and practices needed to effectively manage the School, shall be

described in the School's initial application or renewal document. In the event that the plan is not adequately described in the initial application or renewal, the School will provide such plan to the Sponsor by August 1, 2012, and shall provide to the Sponsor any changes to such plan upon adoption by the School governing board. If the School does not adopt and implement the Sponsor's K-12 Comprehensive Reading Plan, the funds and/or services that would have been allocated to the school by the state and/or Sponsor for reading, shall remain with the Sponsor to serve low-performing schools.

- U. Description of Internal Audit Procedures.** The School shall establish internal audit procedures and controls sufficient to ensure that financial resources are properly managed. In the event that this process is not fully described in the School's initial or renewal applications, the School shall provide a written plan for internal auditing to the Sponsor by August 1, 2012, and shall provide to the Sponsor any changes to such plan upon adoption by the School's governing board.
- V. Submission Requirements.** The School shall submit all required financial statements to the Sponsor in the timeline and format prescribed by the Sponsor and/or state. Failure of the School to comply with the timely submission of all financial statements in the required format specified by the Sponsor shall constitute a material breach of this Contract and may result in the Sponsor's withholding of subsequent payments to the School without penalty of interest and/or termination of this Contract.
- W. Fiscal Monitoring.** The Sponsor is required by Section 1002.22, F.S., to monitor the revenues and expenditures of the School. Monitoring will occur through review of financial reports submitted by the School to the Sponsor during annual noticed monitoring visits and through other monitoring visits.
- X. Taxes and Bonds.** Pursuant to Section 1002.33(9)(m), F.S., the School shall not levy taxes or issue bonds secured by tax revenue.
- Y. Additional Financial Requirements.** The Sponsor may require the School to comply with additional financial requirements mandated by the Florida Department of Education.
- Z. Representation to Third Parties.** The School shall not suggest or represent to third parties including, but not limited to, vendors, creditors, other business entities or their representatives, governmental entities, or other individuals, that the Sponsor will guarantee payment for any purchase made or debts incurred by the School, nor shall the School represent that the Sponsor will guarantee loans secured by the School, or that the Sponsor will lend the school district's full faith and credit in order for the Sponsor to obtain any other forms of credit.

AA. Purchasing. The School will be allowed to purchase goods through use of contracts that the Sponsor holds with a vendor if the vendor agrees to provide products for charter schools. The School may also participate in any bulk-rate purchasing program implemented by the Sponsor.

Article V. FACILITIES

A. Compliance with Building and Zoning Requirements

1. **Florida Building Code.** The School shall use facilities which comply with the Florida Building Code pursuant to Chapter 553, F.S., except for the State Requirements for Educational Facilities.
2. **Florida Fire Prevention Code.** The School facility shall comply with state minimum fire protection codes pursuant to Section 633.025, F.S., as adopted under the authority whose jurisdiction the facility is located. All facilities must be inspected annually by the local fire authority having jurisdiction, and the School shall ensure compliance with fire inspection requirements at all times. Documentation of compliance shall be provided to the Sponsor on an annual basis.
3. **Applicable Laws.**
 - a. The School shall comply with all applicable laws, ordinances, and codes of federal, state, and local governance, including the IDEA, the ADA, and section 504 of the Rehabilitation Act. The School shall obtain all necessary licenses, permits, zoning, use approval, facility certification, and other approvals required for use and continued occupancy of the facility as required by the local government or other governmental agencies, and copies shall be provided to the Sponsor, in accordance with Article V section A4 below.
 - b. At all times, the School shall display a valid and current Certificate of Occupancy, and other certificates required by building and fire enforcement authorities, health and sanitation enforcement authorities, and all other applicable enforcement agencies.
 - c. If the School fails to maintain valid licenses, permits, use approval, facility certification, and any other approvals as required by the local government or any other governmental bodies having jurisdiction at any time during the term of this Contract, the Sponsor may withhold all subsequent payments, without penalty of interest, to the School until required permits, use approval, or facility certifications are obtained and/or may terminate this contract. In the event the School leases its facilities, Lessor and Lessee shall provide the Sponsor with a disclosure affidavit in accordance with Section 286.23, F.S.
4. **Applicable Laws, Ordinances, and Codes of Federal, State, and Local Governance Facility Approval Deadlines.** The School shall comply with the stipulation letter regarding facility readiness in order to open for the 2013-2014 school year. The School shall ensure that School facilities will be ready for occupancy one week prior to the date teachers are scheduled to return each school year and shall provide notice to the Sponsor of any proposed

material changes, additions, and renovations to be made to educational facilities. The School shall provide to the Sponsor, on or before April 15, 201____, documentation from the architect, building contractor, and owner(s) that the facility will be fully completed by August 1st and ready for occupancy by the week prior to the date school is scheduled to begin for the teaching staff as documented by a temporary CO. When any new facility and/or additions to a facility shall be utilized by the School for the upcoming school year, the deadlines set forth in the two preceding paragraphs apply. In the event that this documentation is not provided by the deadline, the School shall not be permitted to operate in the new facility and/or addition to the facility until such documentation is received. Further, the School shall have obtained final facility approval pursuant to Section 1002.33, F.S., including, but not limited to, all temporary or final certificates of occupancy and all applicable zoning, health, safety, sanitation, and other code approval and shall have provided copies of all such documentation to the Sponsor by August 1. Failure to provide such documentation may result in nonrenewal or termination of this Charter. In the event that the School is not permitted to open due to this clause, the School shall be responsible for communicating to the public that the reason it cannot open is due to failure to abide by these timelines. The School shall, when recruiting students and staff, provide information of these timelines. The School will obtain a valid and current certificate of occupancy and any other certificates required by the applicable building, fire, health, and sanitation enforcement authorities at all times during the term of this Charter. The School shall be responsible for all costs associated with the School facility, including all costs for, or associated with, complying with local ordinances, securing licenses, permits, zoning, use approval, facility certification, and other approvals including, but not limited to, application fees, advertising costs, surveyor costs, plan review fees, permit costs and licensing costs, traffic analyses/studies, and any other additional charges or surcharges by the local government or other governmental agencies.

5. **Property Interest.** The School shall provide documentation to the Sponsor regarding the School's property interest (owner or lessee) in the property or facility where the School will operate at least 30 calendar days before the start of school for students. If the School does not own the property, the School must show proof of a signed lease at least 30 calendar days before the start of school for students. For leased properties, the School shall obtain from the landlord, and provide to the Sponsor, an affidavit indicating the method by which the landlord is complying with the requirements of Section 196.1983, F.S., regarding charter school exemption from ad valorem taxes.
6. **Capacity of Facility.** The School shall not allow the enrollment at any time to exceed the number of students permitted by zoning capacity, certificates of use and/or occupancy, applicable laws and regulations. Enrollment capacity for the following year shall be reported to the Sponsor by the School annually by November 1.
7. **Facility Inspections.** The School shall be responsible for making contact with and requests of local government agencies responsible for establishing safety measures and devices at the School and for providing or hiring companies to perform inspections as required, and the

School shall permit the inspection by other agencies as required by local, state, or federal law. All results of such inspections shall be forwarded to the Sponsor upon receipt by the School and shall also be attached to the annual accountability report if required by FLDOE. All facilities must be inspected annually as required by the local health department and the local fire authority having jurisdiction. The School agrees that the facility will be open to inspection by the Sponsor for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements and that all state, federal, and local facility requirements will be completed in a timely manner. The School must show proof of annual inspections prior to the first day of operation.

8. **Leased Facilities.** If the School operates in leased facilities, the lease shall be for the term of this Contract, or in lieu thereof, the School shall present a lease with a plan to ensure a facility for the duration of the Contract. The lease shall be signed by a properly authorized member of the governing board, or its designee, as documented in corresponding official governing board meeting minutes.
9. **Emergencies.** In unforeseen circumstances or emergencies, if the facility is damaged or unable to safely house students/personnel, the School must immediately notify the Sponsor and secure an alternative location to ensure no interruption in instruction. The alternative location shall be subject to all facility requirements indicated in this section.
10. **Location.** The School shall be located at 1555 MLK Blvd., Midway, Florida, in Gadsden County in a facility that complies with all fire, health, and safety requirements. The School shall immediately notify the Sponsor in the event that occupancy permits are revoked.

B. School Street Address

1. **Relocation.** The school shall not change or add facilities or locations at any time during the term of this Contract without prior approval of the Sponsor through the contract amendment process. Violation of this provision constitutes a unilateral amendment or modification of this Contract and good cause for termination.
2. **Additional Campuses.** The development by the School of an additional campus shall not be permitted under this Charter.
3. **Prohibition to Affix Religious or Partisan Political Symbols, Statues, Artifacts, On or About the Facility.** The School shall not permit religious or partisan political symbols, statues, artifacts on or about the facility.
4. **Liability and Property Insurance.** The School shall conform to the liability and property insurance requirements outlined in Article VIII of this Charter.

Article VI. TRANSPORTATION. The Parties agree that transportation shall not be a barrier to equal access for any student residing within a reasonable distance of the School.

A. Provision of Transportation. The School may provide transportation through an agreement or contract with a private provider or parents. The School shall be entitled to any and all state and federal reimbursement for travel costs for such transportation. If offered, the School shall provide transportation to School students consistent with the requirements of Part IE of Chapter 1006, Florida Statutes. In determining who is eligible to receive transportation, the School retains sole responsibility for ensuring that it complies with state and federal law. If transportation will be provided through a private transportation firm, the School will provide the Sponsor with the name of the firm and the School transportation plan, prior to contracting with the private transportation firm. The School shall provide transportation as required by Florida law to ESE students. The School may not charge a fee for transportation to which the student is entitled pursuant to state law. The School shall reimburse parents for parent-provided transportation costs if the student is legally entitled to transportation. The School will provide to the Sponsor the name of any private or public transportation provider, a copy of a signed contract with the provider, and proof of insurance at least 30 days prior to the beginning of school for students. In the event that the School utilizes public transit bus passes for transportation, the School shall comply with all procedures required by the Sponsor and the FTE auditor. If an FTE audit finds the School out of compliance with any transportation FTE requirements, the School shall be required to pay the associated penalties immediately. The School shall submit a detailed transportation plan to the Sponsor on or before July 1, 2012 and will submit updated plans as necessary.

B. Reasonable Distance. In the event transportation is provided, the School shall provide transportation for students within a reasonable distance from the school, and those students

subject to a hazardous walking condition. Reasonable distance shall be defined as an area within a two mile walk out radius of the school.

C. Applicable Transportation Safety Requirements. The School shall transport or provide for transportation of students in a manner consistent with the requirements of applicable state and federal law and shall maintain records sufficient for pre- and post-auditing purposes. The School shall be required to ensure that each school bus transporting School students meets the applicable federal motor vehicle safety standards and other specifications.

Article VII. SCHOOL FOOD SERVICES

Responsibilities for provision of food and related services, and in meeting reporting requirements for such, shall be assumed by the School. The School shall contact Florida Department of Agriculture and Consumer Services to develop an agreement for the provision of food services, as required by state and federal law, which includes the provision of free and reduced cost meals for eligible students. Food services must be provided in accordance with district, state, and federal rules and regulations and the School shall be required to participate in audits of the food services program. The School is fully responsible for funding any deficits incurred in such services. The School shall be responsible for meeting and implementing all requirements of Section 1006.06, F.S.

Article VIII. INSURANCE AND INDEMNIFICATION

A. Indemnification of Sponsor by School. The School, to the extent immunity may be waived pursuant to Section 768.28, F.S., agrees to indemnify, defend with competent counsel selected by the School with the Sponsor's reasonable approval, and hold the Sponsor, its members, officers, and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney fees, arising out of, connected with, and/or resulting from:

1. The negligence of School employees, contractors, subcontractors, or other agents in connection with and arising out of their services within the scope of this Charter;
2. Disciplinary action or the termination of any School employee;
3. The School's material breach of this Charter or violation of law;
4. Any failure by the School to pay suppliers, subcontractors, or any other creditors;
5. Any failure by the School to correct deficiencies found in casualty, safety, sanitation, and/or fire inspections;
6. Failure of School officers, directors, or employees to comply with laws, statutes, ordinances, or regulations of any governmental authority or subdivision that apply to the operation of the School or the providing of educational services set forth in this Charter. However, the School shall not be obligated to indemnify the Sponsor against claims, damages, expenses,

- or liabilities to the extent these may result from the negligence of the Sponsor, its members, employees, subcontractors, or others acting on its behalf;
7. Professional errors or omissions, or claims of errors or omissions, by School employees, School agents, or members of the School's governing board;
 8. All claims and actions brought against the Sponsor by reason of any actual or alleged infringement of patent or other proprietary rights in any materials, process, software, machine, or appliance used by the School;
 9. Any failure of the School to comply with provisions of Individuals with Disabilities Education Act (IDEA), including failure to provide Free Appropriate Public Education (FAPE) to an enrolled student or failure to furnish services provided for in an individual education plan IEP;
 10. Any violation of the Family Educational Rights and Privacy Act (FERPA);
 11. Any violation by the School of the Florida public records or open meetings laws; and
 12. Personal injury, property damage, or violations of civil rights that may arise out of, or by reason of, actions of the School and/or School employees, agents, and representatives.

The School's indemnity obligations under this provision and elsewhere in this Charter shall survive the expiration or termination of this Charter.

- B. Indemnification of School by Sponsor.** The Sponsor agrees to indemnify, defend with competent counsel selected by the Sponsor with the School's reasonable approval and agrees to hold the School, its members, officers, employees, and agents harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney fees, arising out of, connected with, or resulting from the negligence of the Sponsor's employees or other agents in connections with and arising out of services within the scope of this Charter.
- C. Sovereign Immunity.** Notwithstanding anything herein to the contrary, neither of the Parties waive any sovereign immunity, and any obligation of one party to indemnify, defend, or hold harmless the other party, as stated above, shall extend only to the limits, if any, permitted by Florida law, and shall be subject to the monetary limits established by Section 768.28, F.S.
- D. Notice of Claims.** The School and Sponsor shall notify each other of the existence of any third-party claim, demand, or other action giving rise to a claim for indemnification under this provision (a third-party claim) and shall give each other a reasonable opportunity to defend the same at its own expense and with its own counsel, provided that if the School or Sponsor shall fail to undertake or to so defend, the other party shall have the right, but not the obligation, to defend and to compromise or settle (exercising reasonable business judgment) the third-party claim for the account and at the risk and expense of the School or Sponsor, which they agree to assume. The School and Sponsor shall make available to each other, at their expense, such information and assistance as each shall request in connection with a third-party claim.

E. Evidence of Insurance. Without limiting any of the other obligations of the School, the School shall (at the School's sole expense) procure, maintain, and keep in force the amounts and types of insurance conforming to the minimum requirements set forth in this Charter. The School shall provide evidence of such insurance in the following manner:

1. **Time to Submit.** The School shall furnish the Sponsor with fully completed certificates of insurance, signed by an authorized representative of the insurer(s) providing the coverage, August 1, 2012. The certificates shall name the Sponsor as an additional insured, if required by specific provisions of this Charter addressing the form of insurance. The insurance shall be maintained in force, without interruption, until this Charter is terminated or is otherwise cancelled. Failure to comply with this provision shall be considered good cause for termination or nonrenewal of this Charter.
2. **Notice of Cancellation.** Each certificate of insurance shall provide and require that the Sponsor be given no less than 60 days written notice prior to cancellation.
3. **Renewal/Replacement.** Until such time as the insurance is no longer required to be maintained by the School, the School shall provide the Sponsor with evidence of renewal or replacement of the insurance no less than 10 days before the expiration of termination of the required insurance for which evidence was provided. Failure to comply with this section or to maintain requisite insurance coverage shall constitute a material breach and may result in nonrenewal or termination of this Charter.

F. Acceptable Insurers. Insurers providing the insurance required of the School by this Charter must meet the following minimum requirements:

1. Be authorized by certificates of authority from the Florida Department of Insurance or an eligible surplus lines insurer under Florida Statutes. In addition, the insurer must have a Best Rating of A or better and a Financial Size Category of VI or better according to the latest edition of Best's Key Rating Guide, published by A.M. Best Company.
2. If during the period when an insurer is providing insurance required by this Charter, an insurer fails to comply with the foregoing minimum requirements, the School shall (as soon as it has knowledge of such failure) notify the Sponsor and immediately replace the insurance with new insurance from an insurer meeting the requirements. Such replacement coverage must be obtained within 20 days of cancellation or lapse.

G. Commercial General Liability Insurance. Except as otherwise provided, the Commercial General Liability Insurance provided by the School shall conform to the requirements hereinafter set forth.

1. **Liabilities Required.** The School's insurance shall cover the School for those sources of liability including, but not by way of limitation, coverage for operations, products/completed operations, independent contractors, and liability contractually assumed,

which would be covered by the latest occurrence form edition of the standards Commercial General Liability Coverage Form (ISO Form CG1), as filed for use in the State of Florida by the Insurance Services Office.

2. **Minimum Limits.** The minimum limits to be maintained by the School (inclusive of any amounts provided by an umbrella or excess policy) shall be \$1,000,000 per occurrence/\$3,000,000 annual aggregate.
3. **Deductible/Retention.** Except with respect to coverage on Property Damage Liability, the Commercial Liability coverage shall apply on a first-dollar basis without application of any deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of \$25,000 per occurrence.
4. **Occurrence/Claims.** Subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claims basis, the School shall maintain without interruption the Liability Insurance for four years after termination of this Charter.
5. **Additional Insurers.** The School shall include the Sponsor and its members, officers, and employees as additional insurers on the required Commercial General Liability Insurance. The coverage afforded such additional insured shall be no more restrictive than would be afforded by adding the Sponsor as an additional insured using the latest Additional Insured-Owners, Lessees, or Contractors (Form B) Endorsement (ISO Form CG 20 10). The certificate of insurance shall be clearly marked to reflect the Sponsor, its members, officer, employees, and agents as additional insurers and shall include the address of the Sponsor.

H. Automobile Liability Insurance. The School shall, at its sole expense, procure, maintain, and keep in force Automobile Liability Insurance, which shall conform to the following requirements:

1. **Liabilities Covered.** The School's insurance shall cover the School for those sources of liability which would be covered by Section II of the latest occurrence edition of the standard Business Auto Policy (ISO Form CA 00 01), including coverage for liability contractually assumed, as filed for use in the State of Florida by the Insurance Services Office. Coverage shall be included on all owned, non-owned, and hired autos and buses used in connection with this Charter.
2. **Occurrence/Claims.** Subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claims basis, the School shall maintain without interruption the Liability Insurance for four years after termination of this Charter.
3. **Minimum Limits.** The minimum limits to be maintained by the School (inclusive of any amounts provided by an umbrella or excess policy) shall be \$1,000,000 per occurrence and, if subject to an annual aggregate, \$1,000,000 per annual aggregate.
4. **Additional Insured.** The School shall include the Sponsor and its members, officers, employees, and agents as additional insurers on the required automobile liability insurance. The certificate of insurance shall be clearly marked to reflect the Sponsor, its members,

officers, employees, and agents as additional insurers and shall include the Sponsor's address.

I. Workers' Compensation/Employers' Liability. The School shall, at its sole expense, provide, maintain, and keep in force Workers' Compensation/Employers' Liability Insurance, which shall conform to the following requirements:

1. **Coverages.** School insurance shall cover the School (and to the extent its subcontractors and sub-subcontractors are not otherwise insured, its subcontractors and sub-subcontractors) for those sources of liability which would be covered by the latest edition of the Standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements. In addition to coverage for the Florida Workers' Compensation Act, where appropriate, coverage is to be included for the Federal Employers' Liability Act and any other applicable federal or state law.
2. **Minimum Limits.** Subject to restrictions found in the Standard Workers' Compensation Policy, there shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part One of the Standard Workers' Compensation Policy. The minimum limits for employer liability under Part Two of the Standard Workers' Compensation Policy shall be: EL Each Accident: \$1,000,000; EL Disease Policy Limit: \$1,000,000; Annual Aggregate: \$1,000,000. If the School leases employees, the School shall provide certified proof that the corporation from which employees are leased maintains appropriate workers' compensation insurance.

J. School Leader's Errors and Omissions Insurance. Subject to reasonable commercial availability the School shall, at its sole expense, procure, maintain, and keep in force the School Leader's Errors and Omission Liability Insurance which shall conform to the following requirements:

1. **Form of Coverage.** The School Leader's Errors and Omission Liability Insurance shall be on a form acceptable to the Sponsor and shall cover the School for those sources of liability arising out of rendering of or failure to render professional services in the performance of this Charter, including all provisions of indemnification, which are part of this Charter.
2. **Coverage Limits.** The insurance shall be subject to a maximum deductible not to exceed \$25,000 per claim. The minimum limits (inclusive of any amounts provided by an umbrella or excess policy) maintained by the School shall be \$1,000,000 per claim/\$1,000,000 annual aggregate.
3. **Occurrence/Claims.** Subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claims-made basis, the School shall maintain, without interruption, the liability insurance until four years after the termination of this Charter.

4. **Fidelity Bond/Crime Coverage.** The School shall provide a blanket fidelity bond covering all employees on an occurrence basis in the amount of not less than \$100,000.

K. Property Insurance. The School shall maintain hazard insurance on School-owned buildings and property during the term of this Charter. The School will provide proof of such insurance and its renewals to the Sponsor. In addition, if the School is the owner of or has a mortgage on any temporary or relocatable facilities, wherever located, the School shall furnish on a form acceptable by the Sponsor, property insurance for any such temporary or relocatable facilities, including permanently installed fixtures, machinery, and equipment, outdoor fixtures, and personal property to serve the premises.

L. Applicable to All Coverages. The following provisions apply to all insurance coverages required under this Charter:

1. **Other Coverages.** The insurance provided by the School shall apply on a primary basis, and any other insurance or self-insurance maintained by the Sponsor or its members, officers, employees, or agents shall be in excess of the insurance provided on behalf of the School.
2. **Deductibles/Retention.** Except as otherwise specified in this Charter, the insurance maintained by the School shall apply on a first-dollar basis without application of a deductible or self-insurance retention.
3. **Liability and Remedies.** Compliance with the insurance requirements of this Charter shall not limit the liability of the School, School subcontractors, School subsubcontractors, School employees, or School agents to the Sponsor or others. Any remedy provided to the Sponsor or its members, officers, employees, or agents by the insurance shall be in addition to and not in lieu of any other remedy available under this Charter or otherwise.
4. **Subcontractors.** The School shall require School subcontractors and School subsubcontractors to maintain any and all insurance required by law. Except to the extent required by law, this Charter does not establish minimum insurance requirements for subcontractors and subsubcontractors.
5. **Approval by Sponsor.** Neither approval by the Sponsor or failure to disapprove the insurance furnished by the School shall relieve the School of the School's full responsibility to provide insurance as required by this Charter.
6. **Combined Coverage.** Combined services coverage under this Charter shall be permitted, subject to approval by the Sponsor's Risk Management Department.
7. **Tort Liability.** For the purposes of tort liability, the governing board and employees of the Charter School shall be governed by Section 728.28, F.S.
8. **Default Upon Noncompliance.** The School shall be in material breach of this Charter for failure to procure, maintain, and keep in effect the insurance as required by this Charter. If the Sponsor becomes aware that the School does not have in effect any required insurance coverage, the Sponsor shall give written notice to the School and the School shall procure

such insurance and provide a certificate of insurance to the Sponsor as soon as reasonably possible, but no later than five days after receipt of the notice.

Article IX. COVENANTS AND WARRANTIES OF THE OPERATOR

The School covenants and warrants as follows:

- A. Compliance with Laws and Regulations.** The School shall operate at all times in accordance with all applicable federal and state laws and constitutional provisions as required. The School will not be involved in activities or events that foster the establishment of religion contrary to the first amendment of the constitution.
- B. Compliance with Charter.** The School shall operate at all times in accordance with the terms of this Charter.
- C. Maintenance of Corporate Status and Good Standing.** The School shall at all times maintain itself as a not-for-profit corporation under all applicable state laws, shall remain in good standing, and shall timely make all required filings to maintain its status and good standing. Upon request, the School shall provide to the Sponsor with certified copies of School Articles of Incorporation, a Certificate of Incorporation evidencing incorporation as a not-for-profit corporation, its bylaws, and all amendments or modifications thereto.

Article X. GOVERNANCE

School bylaws and articles of incorporation, which shall be provided to the Sponsor by October 31, 20112, and whenever amended, shall confirm that the corporation is organized as a Florida not-for-profit entity, that a governing board shall manage School activities and affairs, and that voting members (which shall consist exclusively of the governing board) shall control the corporation.

A. Public or Private Employer. The School is a private employer in the State of Florida.

B. Governing Board

1. The School shall be governed by a governing board, as identified in the School application or renewal document.
2. Terms of replacement of board members shall in be in accordance with the bylaws of the governing board.
3. No member of the board shall receive compensation, directly or indirectly, from the School nor shall any member of the board be an employee of the School.
4. All governing board members shall comply with Sections 112.313 and 112.3143, F.S., and other applicable portions of the Code of Ethics for Public Officers and Employees.

C. Governing Board Responsibilities. The governing board shall have the following responsibilities in addition to all responsibilities outlined in board Bylaws and Articles of Incorporation:

1. Be accountable to School students, parents, guardians, the community at large, and the Sponsor through a continuous process of planning, evaluation, and reporting, as set forth in Section 1002.33, F.S.;
2. Be organized and operated as a stand-alone Florida nonmembership, nonprofit corporation, pursuant to Chapter 617, F.S., at all times during the term of this Charter. A limited liability corporation that is a nonprofit corporation or a wholly-owned subsidiary of such a nonprofit corporation does qualify as a nonprofit for the purposes of this Charter. The incorporation must occur before the School can sign this charter.
3. Serve as the fiscal agent for the School. Serve as the fiscal agent for the School and be involved in all administrative functions from the Charter's inception. This budget must be reviewed and approved by the governing board and submitted to the Sponsor by September 15 on an annual basis. This requires that all board members demonstrate the financial competence needed to oversee the financial responsibilities of the board;
4. Adopt and maintain a balanced operating budget on an annual basis. This budget must be reviewed and approved by the governing board and submitted to the Sponsor by September 15 on an annual basis. This requires that all board members demonstrate the financial competence needed to oversee the financial responsibilities of the board;
5. Exercise sole responsibility and oversight over School operations, including such responsibilities as defining and refining the school's policies, overseeing assessment and accountability, and evaluating all administrative and instructional staff;
6. Ensure that the School has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to Section 1002.345(2), F.S., who shall submit the audit to the governing board;
7. Review and approve the audit report, including audit findings and recommendations for a financial recovery plan, if required;
8. Perform the duties in Section 1002.345, F.S., including monitoring a corrective action plan, when required;
9. Monitor a financial recovery plan, when required;
10. Participate in governance training approved by FLDOE;
11. Report progress annually to the Sponsor, which shall forward the report to FLDOE;
12. Provide instruction for at least the number of days required by law for other public schools;
13. Appear before the Sponsor in the event that the School receives a grade of D or implement a School improvement plan if the School receives a grade of F pursuant to Section 1008.34, F.S.;
14. Implement the Charter School board requirements under Differentiated Accountability and include discussions of student performance in board meetings and minutes;

15. Adopt policies establishing standards of ethical conduct for instructional personnel and School administrators pursuant to Section 1012.01, F.S.;
16. Fully disclose the identity of any individuals employed by the Charter School who are relatives of any board member or any employee of the Charter School with decision-making power. The School may not employ, advance, or appoint to a position, or advocate for appointment to a position for which School personnel exercises jurisdiction or control over any individual who is a relative;
17. Define and refine policies regarding educational philosophy, assessment and accountability procedures, curriculum and instruction, as defined in the Charter application, policy decision making, and fiscal controls and systems and determine regulations, in conformance with this Charter and state and local laws, needed for effective operation, oversight, and general improvement of the School;
18. Evaluate the performance of the School administrator;
19. Assure that the members of the board and all employees of the School meet standards acceptable to serving such roles; and
20. Perform all further duties as required by federal or state laws.

D. Public Records. The School shall comply with Section 1002.33, F.S., relating to public records. The School shall comply with the provisions of Chapter 119, F.S., in all financial, business, and membership matters. All School records, except those exempt pursuant to Florida law, shall be public records and subject to the provisions of Chapter 119, F.S., including those related to records retention.

E. Reasonable Access to Records by Sponsor. The Sponsor shall be provided reasonable access to all records of the governing board and the School.

F. Sunshine Law. The governing board shall open all governing board meetings to the public, pursuant to Section 286.011, F.S., and shall comply with the Sunshine Law, as required, for all activities.

G. Reasonable Notice of Meetings and Minutes. The governing board shall provide reasonable notice of the date, time, and place of Board meetings to the Sponsor and the public and will maintain detailed minutes of Board meetings, which shall be regularly scheduled. The governing board shall publish on the School's website a schedule of all governing board meetings for the school year including the date, time, and location of meetings. By July 15 annually, the School shall provide the Sponsor the annual schedule of governing board meetings. The minutes shall be available for public review. A signed copy of the minutes will be on file at the School site for review and a copy will be forwarded to the Sponsor.

H. Meeting Frequency. During the first year of operation or in the event the School has been declared to be in a state of financial emergency, and/or has been designated as an F or D school,

the governing board shall meet at least monthly. If the School does not meet any of the above criteria, the governing board shall meet no less than four times per year.

- I. Identification of Governing Board Members.** The names of the governing board members and officers shall be held current at all times and a list of current members and officers shall be provided to the Sponsor on or before August 1 of each year. The Sponsor shall be notified immediately following a board meeting during which changes to membership are made. The School shall provide the names of board members to all parents in writing and on the School website and shall provide a means by which members may be contacted.

- J. Governing Board Member Eligibility and Clearance.** Prior to attendance at any governing board meeting, the school shall provide written documentation of level II background screening clearance to the Sponsor. Board members appointed to the governing board after the approval of the School's Contract must be fingerprinted within 30 days of their appointment. New board members may not attend a governing board meeting until written documentation of level II background screening clearance has been provided to the sponsor. The cost of fingerprinting shall be borne by the School or the governing board member. The governing board agrees to dismiss governing board members whose level II background screening results reveal an arrest, adjudication of guilt or conviction for any offense set forth in §1012.315 . Level II background screening must be repeated every 5 years. Any change in governing board membership must be reported to the Sponsor in writing within 48 hours of the change. Continued violations of this provision may constitute good cause of this Charter.

- K. Governance Training.** Pursuant to State Board Rule 6A-6.0784, every member of the School's governing board shall participate annually in governance training. The training must be delivered consistent with a training plan that has been submitted and approved by the Florida Department of Education. Documentation of training of current board members shall be submitted to the Sponsor within thirty calendar days before the first day of classes at the charter school.

- L. Use of Public Funds.** The School shall use no public funds received from or through the Sponsor to purchase or lease a property, goods, or services from any director, officer, or employee, or the spouse, parent, child, stepchild, or sibling of any director, officer, or employee of the School or its governing board, or from any business in which any officers or employees have an interest. Nor shall the School use any property, goods, or services purchased or leased by public funds for the private benefit of any person or entity described in this section.

- M. Notification of Tax Exempt Status.** If the School has been granted tax-exempt status, the School shall provide the Sponsor with a copy of correspondence from the Internal Revenue Service (IRS) granting tax-exempt status as a section 501(c)(3) organization. The School also will annually provide the Sponsor a copy of the School's Form 990, Return of Organization

Exempt from Income Tax, and all schedules and attachments, within 15 days of filing with the IRS. If the IRS does not require Form 990 to be filed, the School will provide the Sponsor with written confirmation from the IRS of such non-requirement. Notwithstanding anything set forth in this Contract, the Sponsor does not covenant to extend or pledge its own tax-exempt status in any way for the use and benefit of the School.

- N. Eligible Members of the Governing Body.** No employee of the School may be a member of the governing body.
- O. Governing Board Compensation.** No member of the School's governing board shall receive compensation, directly or indirectly, from the School's operations including, but not limited to, grant funds. Violation of this provision shall constitute a material breach of the Contract and good cause for termination.

Article XI. EDUCATION SERVICE PROVIDER

- A. Management Agreement.** The School will contract with an Education Service Provider (ESP) and a copy of the management agreement is attached as Appendix E Management Agreement. All proposed amendments to the management agreement shall be submitted to the Sponsor in advance of execution for review. A copy of the amended management agreement shall be submitted to the Sponsor within five days of execution and at least 20 days prior to Sponsor approval of this Charter. The management agreement shall require that the ESP operate the School in accordance with the terms of this Charter and applicable law. Any breach or default in the terms of this Charter by the ESP shall constitute a breach or default by the School under the terms of this Charter. The management agreement shall obligate the School to pay the ESP a reasonable, specific fee for services.
- B. Conflict of Interest Prohibition.** Neither employees of the ESP nor members of the management company's employees' relatives, as that term is defined in Section 112.313, F.S., shall sit on the School's governing board or serve as officers of the Corporation. The School Principal shall be employed by the School and evaluated by the School's governing board. The School Principal shall not own, operate, or serve as an officer of the management company that serves the School. The contract between the ESP and the School's governing board shall ensure that an arms-length, performance-based relationship exists between the governing board and the ESP. The contract between the School and the management company shall require that the management company disclose to the School and the Sponsor any affiliations with individuals or entities (e.g., lessors, vendors, consultants) doing business with the School.

Article XII. HUMAN RESOURCES

The Parties to this Charter agree to the provisions relating to human resources and hiring practices as set forth below.

- A. Employees.** The School shall hire its own employees, as required by Section 1002.33, F.S., and the employees of the School shall be private employees.
- B. Reporting Staffing Changes.** The School agrees to provide the Sponsor a list of all employee names and social security numbers by August 1 of each year and to update the list whenever staff changes occur. The School shall provide the Sponsor copies of monthly payroll rosters as directed. The payroll rosters shall indicate the payroll period, hire date of employee, the number of days for which each individual was paid, and the daily rate of each salary or the total amount paid to each individual during that period. Failure to provide this information in a timely manner may result in withholding of FTE payments until the information is provided and shall constitute a breach of this Contract and good cause to terminate the Contract. The School will designate two staff members to be trained to enter staff survey data using the process required by the Sponsor, as required by FLDOE, according to Sponsor timelines during each survey period.
- C. Nonsectarian and Nondiscriminatory Employment Practices.** The School shall utilize hiring practices that are nonsectarian and that do not violate the antidiscrimination provisions of Section 1000.05, F.S., or other applicable law.
- D. Teacher Certification and Highly Qualified Status.** The teachers employed by or under contract to the School shall be certified or qualified in the areas assigned to teach, as required by Section 1012, F.S., and shall also be highly qualified as required by federal law. The School agrees to disclose teacher qualifications to parents of School students by September 1 of each year and whenever a new teacher is hired.

 - 1. **Out-of-Field Teachers.** The School shall submit an out-of-field form to the Sponsor prior to any FTE Survey Period in which a teacher is assigned to teach out of field, and School board minutes shall document that the School governing board approved the teaching assignment prior to each FTE survey period. The School shall notify parents and students in writing prior to each FTE survey period when any School teachers are out of field.
 - 2. **Remedy for Not Meeting Highly Qualified.** The Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB) does not explicitly prohibit a local education agency (LEA) from hiring or retaining teachers in core subjects who are not highly qualified. However, ESEA/NCLB does require that all new teachers hired to teach in core

subjects are highly qualified. The United States Department of Education (USDOE) has not, to date, established any firm policies regarding enforcement against local educational agencies found not to be complying with this requirement. Schools are required to uphold the law. Any violation could cause the USDOE to take enforcement action which could include the recovery of previously provided federal funds, so the School must make every effort to comply with the law. The remedy is for the School to provide non-highly qualified teachers with a means and funding for meeting the standard. The School shall notify ~~parents and students~~ in writing when any teacher is not highly qualified.

E. Evaluation of Teacher Performance. The School shall implement the requirement of the Student Success Act and other related statutes and laws relative to teacher evaluation for which the school is not exempt. A copy of the School evaluation system/form shall be provided to the Sponsor by August 1 of each year or the school shall provide a written statement to the Sponsor verifying use of the Sponsor's evaluation system, which may be available at a cost determined by the Sponsor.

F. Employment Practices

1. **Practices as Prescribed by Appendix A Initial Application Document(s) and Amendment(s).** The School shall implement the employment practices and procedures for hiring and dismissal; policies governing salaries, contracts, and benefits packages; and class size, staffing plan, and student/teacher ratio as described in Appendix B Application Contingencies and/or School bylaws and the Student Success Act.
2. **Fingerprinting and Background Screening.** The School shall fingerprint and screen at School cost all applicants being considered for employment, current employees, governing board members, and also contractual personnel with access to the campus when students are present or all who have access to School funds, or anyone (other than students) who has direct access to students, as required by Sections 1012.32(b), 1012.32, and 1012.465, F.S. This screening shall be repeated every five years. The Sponsor shall perform the processing of the fingerprints and shall communicate results to a contact person identified by the School. The School shall not employ a person whose criminal background check returns information that disqualifies that person from employment at the School under any applicable federal, state, or local law, ordinance, or regulation. The School shall ensure that volunteers are screened pursuant to Section 943.04351, F.S. All persons failing to pass appropriate background checks will not be employed or hired and will not be allowed on school grounds when students are present. Noncompliance may result in withholding of FTE payments, without penalty of interest, and shall constitute good cause to terminate this contract.
3. **Disqualifications from Employment.** The School shall not employ an individual who has resigned from a School district in lieu of disciplinary action with respect to child welfare or safety or who has been dismissed for just cause by any School district with respect to child

welfare or safety. The School shall not employ an individual to provide instructional services or to serve as an educational paraprofessional if the individual's certification or licensure as an educator is suspended or revoked by this state or any other state. The School shall not employ an individual who has resigned in lieu of disciplinary action or who has been dismissed by any school district. The School shall monitor teacher certification and ensure that teachers maintain their certification current at all times. Temporary instructors employed by the School must have a current substitute teaching certificate issued by the Sponsor.

4. **Statutory Prohibitions and Required Disclosure in Hiring Practices of Relatives.** The School shall provide for full disclosure of the identity of all relatives employed by the School who are related to the School owner, president or chairperson of the governing board, superintendent, governing board members, principal, assistant principal, or any other person employed by the School who has equivalent decision-making authority, pursuant to Section 1002.33, F.S. The School may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the School for which the School personnel exercises jurisdiction or control over any individual who is a relative.
5. **Code of Ethics.** The School shall require School employees to comply with the Code of Ethics in the Education Profession in Florida set forth in Chapter 6B-1.001, Florida Administrative Code.
6. **Substitute Teachers.** Substitute teachers shall meet background screening requirements and shall be paid as employees of the School.
7. **Drug-Free Workplace.** The workplace shall establish and maintain an alcohol and drug-free workplace, pursuant to the Drug-Free Workplace Act of 1988, 42 USC Statute 701 and rules at 34 CFR Part 85 Sub-Part F. In addition, if the School employs persons to operate commercial vehicles, it will comply with the Omnibus Transportation Employee Testing Act of 1991, regulations at 49 CFR Parts 40 and 382 and 1012.45, F.S.
8. **Beginning Teacher Program.** The School may participate in the Sponsor's beginning teacher program for a fee and at the Sponsor's discretion. Participation in subsequent years will be subject to negotiation. In the event that the School does not participate in the Sponsor's program, the School shall be responsible for developing a beginning teacher program to be submitted to the Sponsor and approved by FLDOE.
9. **Self-Reporting of Arrests.** The School shall require all instructional employees who hold Department of Education teaching certificates to self-report within 48 hours to appropriate authorities any arrest and final dispositions of such arrest other than minor traffic violations.
10. **Employee Discipline.** The School shall discipline its employees pursuant to state law and rules and any applicable federal laws. The School shall apply thorough, consistent, and even-handed procedures in disciplinary actions. Terminated employees are entitled to receive compensation for the time they have been employed.

G. Sponsor Training of School Employees

1. **Participation and Cost for Training Activities.** School participation in and cost for Sponsor training activities shall be determined based on the funding source used by the Sponsor to support the activity as well as the space available.
2. **Participation in Federally Funded Training at No Cost.** The School may participate in those federally funded training activities for which it is eligible at no cost.
3. **Participation in Non-Federally Funded Training at Pro Rata Cost, on a Space-Available Basis.** School participation in and cost for Sponsor training activities shall be determined based on the funding source used by the Sponsor to support the activity as well as on a space-available basis.

Article XIII. TECHNOLOGY INFRASTRUCTURE REQUIREMENTS

A. Technical Requirements. The School shall agree to provide the following:

1. **Connectivity.** The School shall provide a dedicated, high bandwidth connection and must show documentation that monthly fees associated with this requirement are budgeted.
2. **Equipment.** The School must provide the Gadsden County Schools standard image inclusion on, at the very least, student information work stations.
3. **Terminal Service/Fee License.** The School must budget for the terminal service fee and for the cost of the license.
4. **Technology and Infrastructure Required by FLDOE and the Sponsor.** The School shall provide all technology and infrastructure required by FLDOE and utilize the Sponsor's student information system.

B. State/District Reporting

1. **District, State, and Federal Reporting Deadlines.** The School must meet district, state, and federal reporting guidelines for student, staff, and facilities data for the following and all other data reporting areas:
 - a. FLDOE student and staff surveys;
 - b. Federal free/reduced lunch, Equal Employment Opportunity, and Office of Civil Rights reporting;
 - c. Class size reduction;
 - d. Teacher certification and highly qualified status;
 - e. Student enrollment and scheduling required for FTE reporting; and
 - f. Others as added by the state or federal government.

2. **State and Federal Edit and Correction Deadlines.** The School shall meet all state and federal edit and correction deadlines for all areas.
3. **Requirements under Instructional Minutes and Responsible Teacher Procedures.** The School shall meet state requirements under instructional minutes and responsible teacher procedures.

C. Staff Authorizations

1. **Staff Training.** At least two School staff members shall be trained to use the Sponsor's student information system and shall be trained in the FTE process.
2. **Authorization Process.** The School shall comply with the Sponsor's authorization process, will complete and meet basic training requirements, and will become certified on the enterprise data systems.
3. **Data Reporting Requirements and Training.** The School will respond to data reporting requirements and continuing training updates in a timely manner, according to district and state deadlines.

Article XIV. REQUIRED REPORTS/DOCUMENTS

To ensure compliance with monitoring and provide support for operations, the School shall be required to submit reports and documents to the sponsor at various intervals throughout each school year. A list of such reports and documents shall be provided to the School by August 1 of each year. The list shall be amended as needed to ensure continuing compliance with state and federal laws, rules, and regulations and to provide support to the school.

Article XV. MISCELLANEOUS PROVISIONS

- A. Default.** The Parties acknowledge and agree that satisfaction of the material terms of this Charter is essential to the School's accomplishment of statutory duties and/or the achievement of stated educational mission, goals, and stated outcomes. Accordingly, the School's failure or refusal to fully and timely satisfy or comply with one or more material terms and conditions of this Charter shall constitute good cause for termination or nonrenewal of this Charter.
- B. Headings.** Any and all titles to articles and paragraphs are for convenience and reference only and in no way limit or describe the scope of this Charter and shall not be considered in the interpretation of this Charter or the provision hereof.
- C. Force Majeure.** Neither party shall be in default of this Charter if the performance of any or all of this Charter is prevented, delayed, hindered, or otherwise made impracticable or

impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, or any other casualty or cause beyond either party's control and which cannot be overcome by reasonable diligence and without unusual expense.

- D. Severability.** If any provision of this Charter is determined to be unlawful, void, or invalid, that determination shall not affect any other provision of any part of any other provision of the Charter and all such provisions shall remain in full force and effect.
- E. Entire Agreement.** This Charter and the appendices hereto shall constitute the full, entire, and complete agreement between the Parties. All prior representations, understandings, and agreements are superseded and replaced by this Contract. Except as any Florida or United States statute might change the obligations of either, School or the Sponsor, this Charter may be altered, changed, added to, deleted from, or modified only through voluntary, mutual consent of the Parties. An amendment to this Charter shall require approval of the Sponsor. Notwithstanding any provision of law providing a different procedure, the School will submit to the Sponsor an application to amend this Charter for any change in provisions of this Charter unless the Charter specifically provides for the change without the need for an amendment.
- F. No Assignment.** This Charter shall not be assigned by either party without the prior written consent of both Parties, provided that the School may, without the consent of the Sponsor, enter into contracts for services with an individual or group of individuals organized as a partnership or cooperative so long as the School remains ultimately responsible for said services as set forth in this Contract.
- G. No Waiver.** No waiver of any provision of this Charter shall be deemed to be or shall constitute a waiver of any other provision, unless expressly stated.
- H. Choice of Law.** This Charter is made and entered into in the State of Florida and shall be interpreted according to the laws of Florida. Gadsden County, Florida, shall be the proper venue for any litigation arising under this Charter. Any provisions of the Charter that shall later be determined to be inconsistent or conflict with the laws of the State of Florida or of the United States of America shall be reformed or construed in such a way as to resolve such conflict; in all instances, state and federal law shall control and the language of the charter shall be subordinate.
- I. Precedence.** The School's approved application to operate a School is incorporated herein by reference as if set forth in full. Any provision of the application that is inconsistent with or contrary to this Charter shall be reformed or construed in such a way as to resolve such conflict; in all instances, the language of this Charter shall control and the language of the application shall be subordinate. In the event of any conflict between the provisions of this

Charter and any appendix, this Charter shall prevail. If any provisions of the appendices are inconsistent with each other, the later dated appendix shall prevail.

- J. Survival.** All representations and warranties made herein shall survive termination of this Charter.
- K. No Third-Party Rights.** This Charter is not intended to create any rights of a third-party beneficiary. This clause is not construed, however, as a waiver of any right possessed by a member of the community, a student, or a parent/guardian of a student of the School.
- L. Notice.** Every notice, approval, consent, or other communication authorized or required by this Charter shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

The School Board of Gadsden County
35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Attn: Superintendent of Schools

Copies of All Notices to:
Deputy Superintendent of Schools
35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351

and

City of Midway
50 MLK Boulevard
Midway, Florida 32343
Attn: Mayor

- M. Counterparts.** This Charter may be executed in any number of counterparts, each of which shall be an original, but all of which shall constitute one Charter.
- N. Authority.** Each person executing this Charter represents and warrants that s/he has full power and authority to execute this Charter on behalf of the party for whom s/he signs and that s/he enters into this Charter of his/her own free will and according and in accordance with his/her own judgment, and after consulting with anyone of his/her own choosing, including but not limited to his/her attorney.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

SIGNATURES

For City of Midway:

Ellen M. Barber
Mayor *Council member*

2-14-2013
Date

For School Board of Gadsden County, Florida:

Board Chair

Date

Superintendent of Schools

Date

- Appendix A Final Application Document Approved by Gadsden County Public School Governing Board
- Appendix B Midway Arts & Science Academy of Excellence Governing Board and Contact Information
- Appendix C Table Summarizing Performance Goals

Appendix A

Midway Arts & Sciences Academy of Excellence

Charter School Application

Submitted to

Gadsden County Public School District

On Behalf of the City of Midway, Florida

August 2012

Charter School Application

Provide the name of the person who will serve as the primary contact for this application. One person should serve as the contact for the follow-up, interviews and notices regarding this Application.

Name of Charter School: Midway Arts & Sciences Academy of Excellence ("the School")

Name of Non-Profit Corporation that will hold the Charter: City of Midway, Inc

Has the Corporation applied for non-profit status? Yes X No

Contact Person: Auburn E. Ford Jr.

Title/Relationship to Non-Profit: City Manager of the City of Midway

Contact Person's Address:

c/o City of Midway
Post Office Box 438
Midway, Florida 32343

Phone Number: 850-574-2355

Fax Number: 850-574-0633

E-Mail Address aford@midwayfl.com

Name of Management Company (if any) _____

Name of Partner Organization (if any) _____

The proposed school will open in the fall of school year: 2014-2015

Grade Levels and Number of Students for proposed charter school: PreK-5th Grade - 360 Students

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to service as the primary contact for this application on behalf of the organization.

Ella M. Barber Mayor, Council member 8/24/12
Signature _____ Date _____

Ella M. Barber
Printed Name _____

Auburn E. Ford Jr.
Signature _____ Date 8/24/12

Auburn E. Ford Jr.
Printed Name _____

The Application is divided into the following sections:

- I. ACADEMIC DESIGN
 - Mission
 - Educational Program
 - Curriculum Plan
 - Student Assessment, Performance and Evaluation
 - Exceptional Students
 - English Language Learners
 - School Climate

- II GOVERNANCE AND MANAGEMENT
 - Profile of the Founding Board and/or Initial Incorporators
 - Education Service Providers
 - Board of Directors and School Governance
 - Parent and Community Support and Partnerships
 - Length of Contract and Implementation Timetable
 - Evidence of Support

- III FACILITIES AND FINANCE
 - Facilities
 - Finances
 - Financial Management and Oversight
 - Recruiting and Marketing Plan
 - Risk Management

- IV. OPERATIONS
 - Admissions and Registration Plan
 - Human Resource Information
 - Transportation
 - Food Service
 - Additional Board Governance Policy

- V. FINAL DOCUMENTATION
 - A. STATEMENT OF ASSURANCES
 - B. Seven (7) Year Budget, FEFP Work Sheet
 - C. Staffing Plan
 - D. City of Midway Charter

I. ACADEMIC DESIGN

A. Mission

1. Provide the mission statement for the proposed charter school.

The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application and, if approved, the full term of the school's charter. Please include grade levels and number of students to be served.

The mission of MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is to provide an innovative, challenging curriculum for students in an environment that furthers a philosophy of respect and high expectations for all students, parents, teachers, and staff.

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE goal is to serve up to 360 students in grades Pre-Kindergarten through 5th within the next ten years.

2. Describe how the proposed school will use the guiding principles for charter schools as established by F.S. 1002.33(2) (a) to meet the statutorily defined purpose of a charter school.

In accordance with the law, charter schools shall be guided by the following principles: Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

In accordance with the law, The School will "meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system". MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will provide a highly-rigorous academic curriculum and environment that sets high expectations for all students, teachers, parents, and staff members. Through implementation of the strategies fully addressed in this application, MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will exceed high standards of student achievement by:

- Providing a rigorous curriculum, consistent with effective teaching strategies, that incorporates the Common Core State Standards with a research-based reading initiatives allowing for every child's success.
- Implementing mechanisms to continuously monitor, evaluate, and improve both curriculum and teaching strategies to achieve continuous student improvement year to year.
- Providing opportunities for active involvement of students, families, and the community partners in the educational process.
- Supplementing and enhancing studies through high-quality curricular and extra-curricular activities promoting developed of the "whole child."

The School will inform parents and the community of the educational opportunities available for their children through a non-discriminatory marketing plan thereby providing them with *flexibility to choose among diverse educational opportunities*" as per the legislation.

Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.

The School will promote enhanced academic success and financial efficiency by aligning responsibility and accountability as follows:

- The School will have the responsibility of determining students' educational needs and continuously monitoring their progress as detailed in the application. DIBELS (grades K-2) or student records from previous schools (as applicable) will be used to gather baseline data on each student. The data may also include standardized test scores, report card grades, attendance records, behavioral records, Individual Education Plans (IEP), and/or ELL Plans. This data will be made available to teachers who, as stakeholders, will share the responsibility of providing appropriate services to promote student academic success.
- Student information will be utilized to establish baseline data on each student for an assessment of academic progress and curriculum provided. Baseline data will also be used to determine if each student is reading on grade level. Furthermore data will be used to determine or benchmark each student's gain in reading for every year spent at the School. MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will provide all parents with sufficient information and data on student level and whether the student gains.
- The School will measure its progress in meeting the needs of its student population by accessing data from the State's Accountability Reports and making the necessary accommodations as applicable in meeting its educational goals— including, but not limited to, implementing additional academic programs and/or courses beneficial for improving overall academic success. The School will make necessary adjustments on no less than an annual basis.
- In the first year of operation, the school will gather varied data, i.e. student academic performance, student demographics, student to teacher ratio, board governance, financial management and overall school operations, to develop a School Accountability Plan as a measurement of overall school performance on an annual basis. This plan will detail specific goals and strategies to achieve academic success, fiscal efficiency - including budget projections and evaluations from internal audits and maximum school performance.
- The school will implement financial controls - including an annual audit and regular board review of financial statements - to safeguard finances and promote financial efficiency.

By creating and communicating specific educational goals and financial responsibilities to its stakeholders (governing board, staff, students, and parents) – MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will promote continuous academic success and financial efficiency by aligning responsibility with accountability.

Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth learning for every year spent in the charter school.

The School will provide its parents with Adequate Yearly Progress reports based on Summative assessment results, communicating to the parent the child's reading learning gains for each year. Through detailed assessment of academic performance using standardized test scores and other assessments the School will:

- Identify students who are for below grade level, below grade level, at grade level, above grade level and far above level.
- Identify those students not making adequate academic progress.

Also, ongoing communication regarding the child's progress will occur between the School and the parents through regular progress reports; and report cards. The school may plan parent conferences, parental involvement workshops and utilize appropriate forms of written and oral communication. Once the academic performance data is disaggregated, the School will identify students who are not making adequate academic progress and institute applicable measures for improvement.

Parents will be provided with additional performance information through progress reports, report cards, parent conferences, Educational Plans (EPs), Individual Education Plans (IEP), and Individual LEP Plans (as applicable). Ongoing parental communication will be achieved through other means of oral and written communication.

Consistent with the *Just Read, Florida!* initiatives, the School will monitor whether or not structure s reading at grade level and making gains, students reading proficiencies will be regularly communicated to parents.

3. Describe how the school will meet the Prescribed Purposes for charter schools found in F.S. 1002.33(2) (b).

In accordance with the law, charter schools shall fulfill the following purposes:

- *Improve student learning and academic achievement.*

The educational philosophy of MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is to increase learning opportunities and raise the academic achievement of all its students. The School will offer a well-rounded educational program that holds the School and its students accountable for meeting self-imposed goals and standards, as well as those required by the State of Florida and Gadsden County Public Schools (GCPS). The school's educational program is aligned to specific innovative learning methods and strategies that have proven successful in raising student learning and academic achievement.

- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.*

The school will assess and monitor student performance, and will identify students not making adequate progress toward demonstrating mastery of Common Core Standards. Differentiated instruction methods and other appropriate instruct strategies for improvement will be instituted for students, placed on a Progress Monitoring Plan (PMP). These initiatives include a Comprehensive Research-Based Reading Plan (CRRP).

The School's curriculum will serve students of all ability levels in accordance with the Florida Department of Education Sunshine State Standards. Remedial students and students with special needs

(e.g., ELL and ESE students) will have access to supervised study time and tutoring beyond the school day to accelerate their progress.

- ***Encourage the use of innovative learning methods.***

The objectives and concepts of the School's educational plan for grades Pre-K thru 5 will focus aligning the school's educational philosophy with researched-based instruction to ensure that all students demonstrate mastery of Common Core Standards. Innovative programs will be incorporated into the curriculum framework. An example of one of the innovative programs used in a major part of the School's curriculum is Project MIND ((Math Is Not Difficult). Focusing on mental math, the programs skills carry over to all the curriculum areas. The purpose of the Project MIND curriculum is to suggest some ways to make mathematics fun, interesting, and challenging for children. It was primarily designed to help students improve their ability to solve math problems, but has since evolved into a program to stimulate student interest in math and promote abstract thinking and development.

Other innovative learning methods are encouraged through the use of Multi-age classrooms, project-based learning, cutting-edge technology, an International Faculty Program, and differentiated instructional strategies, to list a few. The School will provide a strong academic program in a warm and nurturing environment where teachers will feel free to incorporate their unique teaching styles and take part in the advancement of their student's educational lives.

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will incorporate into its curriculum an inquiry-based, research-based, standards-based, hands-on Science curriculum which includes the use of innovative programs such as:

- *Galaxy Classroom* - interactive on-line learning environment, standards-based, on-line teacher/student portfolio system, "real-world learning"
- *Gizmos* – higher-order, web-delivered, interactive, focused on conceptual understanding, rich in multimedia activities, interdisciplinary

- ***Require the measurement of learning outcomes.***

School will participate in all applicable components of the Florida State Accountability system as required by Florida Statute, as well as any other age-appropriate research-based assessments. Using data from the published Accountability reports to measure its progress in meeting the needs of its student population, the School will:

- Identify students not making adequate progress towards mastery of the Common Core Standards
- Annually develop measurable learning objectives over the major subject areas to target student learning and development needs
- Implement a Comprehensive Research-Based Reading Plan
- Institute appropriate measures for Remediation in reading and other prescribed subjects

4. Describe how the charter school will fulfill, if applicable, the Optional Purposes of charter schools found in s. 1002.33(2)(c).

In accordance with the law, charter schools may fulfill the following optional purposes:

- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.*

The School seeks to provide rigorous competition within the local school district, and thereby stimulate continual improvement in all public schools through the creation of a new innovative Pre-K through 5th grade programs with a focus on science and innovative study methods. It is the goal of School to provide students with a quality choice education which produces successful, high performing students.

One of the guiding principles of the school program, and of education in general, is that "Success breeds Success." This doctrine is instilled in the rigorous academic curriculum, which sets high expectations and specific, individualized goals for both students and teachers.

- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*

The School will further create new professional opportunities for teachers, including ownership of the learning program. Teachers will be encouraged to communicate with their colleagues and share effective techniques used in the classroom. The School will provide a strong academic program in a warm and nurturing environment where teachers will feel free to incorporate their unique teaching styles and take part in the advancement of their student's educational lives. The school will afford teachers the opportunity to grow and encourage through positions within the school such as Grade Level Leader, Literary Team and Leadership Teams.

B. Educational Program:

The curriculum at MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is designed to serve students of all ability levels. The course of study for all students will be based on the Florida Common Core Standards, and will include language arts, mathematics, science, social studies, foreign language, music, art, physical education and health/personal fitness. In addition to the regular academic program, MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE places special emphasis on Sciences instruction.

Based upon the research of *The US Department of Education*, in their work entitled *Promoting Educational Excellence*, there is a need to improve the academic achievement of students in the areas of mathematics and science. The School is committed to address this charge by:

- Improving and upgrading the status and stature of mathematics and science instruction;
- Bringing mathematics and science teachers in elementary, middle and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and science teachers and improve such teachers' teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide.
- Developing a more rigorous mathematics and science curricula that are aligned with challenging State and Common Core standards; and

- Encouraging pre-STEM programs such as Robotics, Elements of gardening, Math bowls and MESA (mathematics, engineering, and science achievement projects).
- Improving and expanding training of mathematics and science teachers, including training teachers in the “effective integration of technology into curricula and instruction.”

The School will seek to the services of a variety of professionals, including, for example, college professors and some well-researched graduate students in such fields including, but not limited to, mathematics, science and instructional technology in order to ensure that students receive high level science and mathematics instruction. With the high qualifications and positions held by the Board of the MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE, this is an attainable goal.

According to the National Center for Mathematics and Science research, “achievement means that students should be able to: learn to engage in mathematical and scientific inquiry; understand relationships among big ideas in mathematics and science; and put their knowledge to use in situations removed from the original learning context.” The School is committed to implementing a rigorous curriculum of mathematics coupled with science curricula in order to ensure that our students “achieve.”

Services to Attain the Common Core Standards

Student performance will be assessed, students not making adequate progress towards the Common Core Standards will be identified, and appropriate measures for improvement will be instituted. Ongoing communication will occur between the school, students and parents through progress reports, conferences, and other forms of written and oral communication.

Student records from previous schools will be secured and reviewed for baseline data on each student. That data will include, but not limited to, standardized test scores, report card grades, attendance records, and behavioral records (including indoor and outdoor suspensions as well as exemplary behavior). In the case of Exceptional Student Education (ESE), Individual Education Plans (IEPs) will be secured and the Individual LEP Student Plans will be obtained for limited English proficient (LEP) students. This data will be made available to teachers who will assess progress and provide appropriate supports for student’s attainment of Common Core Standards.

Remedial students and students with special needs (e.g., LEP, ESE, and gifted students) will have access to supervised study time and tutoring after school to accelerate their progress. Students performing at grade level who wish not to take advanced courses will have access to the full range of academic courses at grade level. Students who wish to pursue an advanced academic program will be provided with advanced courses. All students will be encouraged to maximize their academic potential by taking the most rigorous program they can handle.

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will closely adhere to the Sunshine State Standards and Grade Level Objectives for each subject area.

Furthermore, the governing board of the proposed school, MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE, is comprised of representatives from the City of Midway and Gadsden County School Board. These highly experienced professionals have proven to possess the expertise in the areas of curriculum, student assessment, finance, law, and governance to be able to replicate the existing design.

The successful design strategy is fully detailed in the sections below. These include, but are not limited to, the following:

- Implementing the same core values and beliefs of the existing programs
- Adopting research-based educational concepts
- Utilizing stakeholders to provide consulting support and training to the proposed school's administrators, faculty and staff
- Adopting common expectations of student behavior and parental involvement
- Adopting common Professional Policies and Standards for staff
- Implementing policies for financial management and oversight proven effective in the existing schools
- Providing ongoing communication, training, and support for the school's changing operational needs

Explain how students who enter the school below grade level will be engaged in and benefit from the curriculum.

The school will hire appropriate certified personnel to support SPED and ELL students and will abide by the SPED/SWD/Gifted and ELL State-approved Plans adopted by district. It will abide in all respects by the requirements of the League of *United Latin American Citizens (LULAC) et al. v. State Board of Education*

The curriculum is designed to serve students of all ability levels. Remedial students and students with special needs (e.g., ELL, SPED/SWD/Gifted) shall be provided with programs implemented in accordance with federal, state, and local policies and procedures. Students will have access to supervised study time and after school/Saturday tutoring to accelerate their progress.

To effectively evaluate lower-level readers, the School will participate with Florida Center for Reading Research's Progress Monitoring and Reporting Network. Students identified to have special needs, (ELL, SWD/SPED/Gifted) will be evaluated and serviced according to Individual Educational Plans. For students who are reading below grade level, a student who exhibits a substantial deficiency in reading skills-based on results of these assessments by teacher recommendation-will be given intensive intervention immediately following the identification of the deficiency until the reading deficiency is remedied.

Students with disabilities will be educated in the least restrictive environment and will be placed in self-contained classrooms only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is expected that SPED students will be totally integrated into the school program through an inclusive instructional model. If extraordinary support for teachers or students is necessary, it will be provided either through personnel or contracted services. The school will ensure compliance with IDEA 2004, and Section 504 of the Rehabilitation Act of 1973, sections 1000.05 of Florida Statutes, and Chapter 6A-6 and 6A-19 of the Florida Administrative Code.

Students performing at an advanced academic level will be provided with advanced or gifted courses, as applicable. All students at the school will be encouraged to maximize their academic potential by utilizing the most rigorous program they can handle. The needs of Gifted Education students will be

addressed as outlined in the Educational Plan for each child. Gifted course offerings will be based on the needs of the student population. If not enough students are enrolled to warrant a separate class, Gifted level work will be assigned by the teacher as is warranted by the student.

ELL student's who do not meet state student performance levels in Language Arts/Reading/ESOL, and/or Mathematics, will be involved in the school-wide Progress Monitoring Process (PMP) process. Students who do not meet grade level expectations in reading will be required to be included in the school-wide PMP process. For students with disabilities, the IEP will constitute involvement in the school-wide PMP process. The time ELL students are required to participate in basic ESOL instruction must be equal to the time non-ELL students are required to participate in the regular English language arts/reading program. This will be achieved through a combination of ESOL instruction in a pullout, self-contained. Teachers providing any portion of the Language Arts/ESOL instruction will have appropriate certification and required training, i.e., ESOL endorsement.

C. Curriculum Plan:

1. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Sunshine State Standards.
 - *For schools that intend to serve middle school students, please address how students will be offered additional opportunities to make-up courses needed in order to progress to the 9th grade, if necessary.*

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE focuses on providing students with the highest quality education possible. The School's regular curriculum, core subjects of Language Arts, Mathematics, Social Studies and Science, will be based on the Sunshine State Standards and will be enhanced by the teaching and focus on Science and Innovative studies. Through the curricular emphasis on Sciences the students will receive a world-class education and an excellent preparation for an advanced level high school curriculum. The school's mission is rooted in the belief that an education of the highest quality will steer student's lives toward a better future in a better society.

Instructional strategies are research-based tools that guide teachers in maximizing student achievement. Teachers will consider learning goals and objectives in determining when/how to use a specific strategy/method. Teachers at MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will ensure that the instructional strategies implemented in the classroom are linked with measurable objectives.

The MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE educational program is specifically designed to:

- Improve the academic performance of all students, including at-risk students, by tailoring curriculum to individual learning styles, by focusing on strengths, by setting high academic expectations, by viewing differences as assets rather than liabilities (Oakes and Lipton), and by incorporating best educational practices into the classroom and the curriculum.
- Increase positive self-image by providing students with successful learning experiences.
- Extinguish inappropriate behavior patterns by utilizing a behavior management program that focuses on positive behaviors through a highly structured reward system.

The philosophy of MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is to provide an environment where:

- students have the opportunity to progress at their individual pace by being grouped in small classrooms
- students and teachers are expected to live up to the high expectations which the School sets for them
- character development of students is formed by increasing self-esteem
- parents are actively involved in the School community
- learning is fun and students are provided with joyful learning experiences
- there is no “one right way” to teach all students, as each student has a unique learning style, and therefore creative endeavors are encouraged

The following core subjects and subtopics will be covered by the MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE curriculum:

Reading/Language Arts

The School will follow the *Just Read, Florida!* Comprehensive Research-Based Reading Plan, as established by the Florida Department of Education. The School will use one of the state-adopted texts for Language Arts instruction.

The School’s Language Arts program reflects critical and creative thinking and a harmonious balance of its several components, including reading, writing, speaking, listening and viewing. Reading is not passive, but rather an interactive process involving the text itself, the reader, and the context of the reading situation. Writing is also stressed throughout the curriculum through projects such as daily journal entries and a school newspaper. The use of technology in the writing process further enhances the program, as students publish their work. Furthermore, with its emphasis on small classes and teacher support, as well as with the parental obligation contract, the School ensures that parents and teachers will play an integral role in the literacy of its students.

In addition to their regular curriculum, students at the School also have the advantage of being exposed to various literacy programs. These programs introduce the excitement of reading and look at creating a life-long interest in literature. They introduce contemporary and traditional authors through storytelling, readings, bookmaking, story and poetry creative writing sessions, and book fairs.

Based on the philosophy of the School that students have unique learning styles, teachers at the School will determine how each student learns best within this overall model. Therefore, students may learn how to read using the 5 elements of reading instruction (phonemic awareness, phonics, vocabulary, comprehension and fluency). Through differentiated instruction teachers meet the needs and learning styles of all students.

Writing Program

Students will enhance writing skills through expressive and narrative writing assignments. All students at the School will be required to write on a daily basis across the curriculum. A journal will be required writing for all students. Each class will be responsible for an on-going writing project that is embedded within the thematic unit of study. Writing skills that enhance the students’ ability to perform well on the Common Core Standards will be incorporated into the curriculum.

Mathematics

1. Number Sense, Concepts, Operations
2. Measurement
3. Geometry and Spatial Sense
4. Algebraic Thinking
5. Data Analysis and Probability

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will provide its students with a unique, rigorous Mathematics education. Emphasis will be placed on both the practical-problem solving (through world problems appropriate for each level) and the need for abstract thinking (through sets, diagrams, and geometric objects).

Special consideration will be given to the prevention of "mathematics anxiety." We will teach our students to be confident practitioners and thinkers of Mathematics through the use of Project M.I.N.D.

Project M.I.N.D. is a sample of one of the innovative programs used in a major part of the school's curriculum. Even though its focus is mental math, it has been found that those skills carry over to all the curriculum areas.

The purpose of the Project MIND (Math Is Not Difficult) curriculum is to suggest some ways to make mathematics fun, interesting, and challenging for children. It includes activities such as mental math, math stories, math games, competitions, puzzles, problem solving through connection with real life, and a variety of methods and strategies to solve math problems quickly and accurately. It was primarily designed to help students improve their ability to solve math problems, but has since evolved into a program to stimulate student interest in math, reinforce basic math skills, and promote abstract thinking and development. As a result of math games and mental math activities carried out as a part of Project MIND, students gain self-confidence and the ability to enjoy mathematics through both competition and teamwork.

According to Dr. Hui Fang Huang "Angie" Su, creator of Project MIND, "Traditionally, mathematics is taught in the longest, slowest, and most difficult way to understand." Dr. Su has demonstrated that math can be fun and easy with Project MIND. Longitudinal observations show that former students apply methods taught in Project MIND to advanced mathematical concepts.

In addition to the traditional mathematics curriculum, MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will incorporate Carnegie Learning's research-based Cognitive Tutor programs in order to maximize student performance in mathematics courses. The program combines software, text, and classroom instruction. It identifies weaknesses in a student's mastery of mathematical concepts and customizes prompts to focus on areas where the student is struggling, and provides the teacher with a report on each student's progress. Carnegie is research based and aligned to both State and District standards.

The purposes of the Mathematics program are to provide instruction and promote academic excellence. Teachers will incorporate the Common Core Standards test item specifications from the state of Florida in their daily lesson plans.

Science

- a. Nature of Matter
- b. Energy
- c. Force and Motion
- d. Processes that Shape the Earth
- e. Earth and Space
- f. Processes of Life
- g. How Living Things Interact with the Environment
- h. Nature of Science

The Science curriculum, will prepare students to achieve the Sunshine State Standards by incorporating a hands-on approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method.

The teachers will incorporate strategies to teach grade level expectations to attain the Sunshine State Standards and the Common Core test item specifications for each grade level. Fourth and fifth grade students will participate in the Science Club where they will be able to explore and investigate the steps to the scientific method. Teachers will use Explore Learning's GIZMOS to enhance understand of key Science concepts. GIZMOS are virtual "manipulative" used during instruction making key concepts easier to understand while targeting higher-order thinking skills.

The design of the school as a mathematics and science focused program will provide the students with a superior foundation in the art of thinking, which in turn will influence their understanding of the study of nature through sciences. During the first grades the dedication to an excellent mathematical and scientific education will manifest itself in terms of additional time of instruction, and sensitivity to the modern techniques as they appear in the scientific literature.

Social Studies

- a. Time, Continuity, and Change (History)
- b. People, Places, and the Environment (Geography)
- c. Government and the Citizen (Civics and Government)
- d. Production, Distribution, and Consumption (Economics)

The Social Studies curriculum will foster an understanding of the factors that have influenced us since the earliest civilizations to the present. A great deal of emphasis will be placed on geography skills as students become aware of the spatial sense of the world, an awareness of the physical processes that shape life and a sense of the interactions between humans and their environment. Connections will be made with current events and how those events affect the global society. Students will have required studies in family, community and region and increase their awareness of what it is to be a good citizen of their own city, their country, and the world.

The Character Education components (respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation) will be emphasized individually through thematic lessons and group projects focusing on, but not limited to topics such as:

- The Holocaust
- African and African American History
- Hispanic Contributions, Women's Contributions, Veterans' Contributions
- Principles of democracy, its governmental and political structure, Preserving and Advance democracy

The Physical Education Program at MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will impart knowledge, offer group experiences, teach the joy of effort and achievement, and build lasting recreational interests. The program will enable students to develop an appreciation for sports from the standpoint of a spectator, a reader of sports, as well as a participant. It will strive to be in step with the current practices and procedures in education and to contribute to the all-around development and education of students. This course will also focus on health. Students will be taught not to take their health for granted, but rather to develop habits of health that contribute to the continued good functioning of the body. MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will be designated as a "Drug Free School Zone" and a smoke-free worksite. The school will have a strong "Say No to Drugs" campaign and prevention curriculum which will be highlighted by units of study that focus on substance abuse across the grade levels and by Red Ribbon Week. The instruction will be aligned to the Sunshine State Standards.

Art

- a. Skills and Techniques
- b. Creation and Communication
- c. Cultural and Historical Connections
- d. Aesthetic and Critical Analysis
- e. Applications to Life

The primary goal in art is to provide every student an opportunity to develop and explore his or her creative potential. Specialists will encourage skill development and artistic adventure as they guide students to create and express themselves in both realistic and abstract models.

Students will develop art skills, including an aesthetic awareness of art forms in nature, an appreciation of different artistic styles and the confidence to use art as a mode of personal expression. Art provides students a way of exploring the world beyond what they have experienced thus far in their lives and serves as a "cultural window" to a larger and richer world. Students will get practice imagining, experimenting, solving problems, thinking independently and making their own decisions.

Technology and Life Sciences

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will be equipped with a computer lab and high-speed internet access. A school wide local area network will be installed. Students will learn how to use the various software programs available for word processing and multimedia presentations. The primary grades will begin with basic keyboarding skills, and the intermediate grades will focus on more advanced computer skills. Teachers will incorporate into the thematic units various forms of technology. Additionally, teachers will instruct students on safe, ethical, and appropriate use of technology, which comply with legal and professional standards.

2. Describe the school's reading curriculum, providing evidence that reading is a primary focus and that there is a curriculum and set of strategies for students reading at grade level or higher and a separate curriculum and strategy set for students who are reading below grade level.
 - *The reading curriculum must be consistent with effective teaching strategies and grounded in scientifically-based reading research. Information on reading requirements may be accessed at www.justreadflorida.com/docs/reading_programs.pdf*

Reading is a critical portion of Florida's education system and the law requires it be a "primary focus" of all school curricula. The school will implement *Just Read, Florida!* initiatives in helping students to become successful, independent, and comprehensive readers. Accordingly, the school will implement a school-wide Comprehensive Research-Based Reading Plan (CRRP) to provide teachers with a systematic framework for literacy instruction while aligning all departments in focusing on the teaching of reading and writing.

SCREENING AND PROGRESS MONITORING: Assessments will be used to (1) monitor students progress in reading, mathematics, and science sunshine state standards; (2) Provide teachers with classroom assessment tools that will provide student-level benchmarks; and (3) Provide students with information on their progress on specific benchmarks. The assessments include but are not limited to:

- DIBELS
- Florida Common Core Standards:
- Norm-Referenced Test (NRT)
- Diagnostic Assessment of Reading (DAR): all high risk students on the FORF will be tested for deficiencies in any of the 5 reading components.

All Level 1 students that are labeled High Risk by the FORF measure and who are reading four or more grades below their actual grade level as diagnosed by the DAR will be placed in the Intensive Reading Plus program. All Level 1 and Level 2 students that are reading at two grades below their actual grade level are placed on an annual Intensive Reading course using state-approved intervention programs (Voyager Journeys, Read 180, Read Excel Rewards, Jamestown Fluency curricula.). All Level 2 students and re-takers are placed on a semester Intensive Reading course that combines curriculum with an array of fiction/non-fiction text implementing the five elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Data Collection and Analysis: The school will compile progress monitoring data on a quarterly basis (or when available) and will disaggregate the results. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring (incorporating classroom-based assessment) will be used to measure effectiveness of such.

RESEARCH- BASED INSTRUCTIONAL STRATEGIES: According to the National Institute for Literacy, evidence-based reading research indicates that:

- Phonemic awareness instruction can help all types of students learn to read, including preschoolers, kindergartners, first graders who are just starting to read, and older, less able readers.
- Systematic and explicit phonics instruction significantly improves children's reading comprehension.
- Phonics can be taught effectively to a whole class, small groups, or individual students.
- Repeated and monitored oral reading improves fluency and overall reading achievement: Students who read and reread passages out loud as they receive guidance and feedback become better readers. Researchers have found several techniques to be effective including the reading and rereading of text a number of times (usually four times) until a certain level of fluency is reached, and practicing oral reading through the use of audiotapes, tutors, peer guidance, or other means.

- Vocabulary instruction should focus on important words (key words to help readers make sense of the text), useful words (words they will encounter often), and difficult words (words with multiple meanings, idiomatic words, etc)
- Text comprehension can be improved by instruction that helps readers use specific comprehension strategies. Those strategies include monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing.
- Comprehension strategy instruction can begin in the primary grades. Teachers should emphasize comprehension from the beginning rather than waiting until students have mastered "the basics" of reading.
- Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction. The hallmark of systematic phonics instruction is the direct teaching of a set of letter-sound relationships in a clearly defined sequence. The set includes the major sound/spelling relationships of both consonants and vowels.
- Systematic and explicit phonics instruction is effective for children from various social and economic levels. It helps children from various backgrounds make greater gains in reading than non-systematic or no phonics instruction.
- Repeated and monitored oral reading improves fluency and overall reading achievement. Students who read and reread passages out loud as they receive guidance and feedback become better readers. Researchers have found several techniques to be effective including the reading and rereading of text a number of times (usually four times) until a certain level of fluency is reached, and practicing oral reading through the use of audiotapes, tutors, peer guidance, or other means.
- Text comprehension can be improved by instruction that helps readers use specific comprehension strategies. Those strategies include monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing.

INSTRUCTIONAL STRATEGIES: Using research-based strategies, teachers will use both systematic and direct instruction in their curriculum delivery:

- **Systematic instruction** will involve a carefully designed sequence plan for instruction. The plan for systematic instruction is carefully thought out, strategic and designed before activities and lessons are developed. Systematic instruction is clearly linked within, as well as across the five elements of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities which directly reflect instruction.
- **Direct instruction** is an instructional approach that utilizes explicit and structured teaching routines. A teacher using direct instruction models, explains, and guides the students through extended practice of a skill or concept until mastery is achieved. The lessons are fast paced, students are academically engaged, and teachers are enthusiastically delivering instruction. Direct instruction is appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one).

To maximize learning, students will be grouped according to shared instructional needs and abilities and regrouped as their instructional needs change. For optimal instruction, students will be grouped in various ways to accommodate varying reading levels and learning styles. Whole-group instruction, small-group instruction, individual instruction, and independent reading are the four methods teachers will utilize to address the various needs of the students.

Reading instruction and interventions will be focused on the five elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

- Phonemic awareness - the ability to notice, think about, and work with the individual sounds in spoken words. Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.
- Fluency - the ability to read a text accurately and quickly.
- Vocabulary - the words we must know to communicate effectively.
- Comprehension – understanding the reading material- the reason for reading.

Good readers are both purposeful (they have a reason to read) and active (they think to make sense of what they read). Research over 30 years has shown that instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read.

- The School will adopt the Voyager Literacy Reading Passport Program as a supplement to the current reading program. Passport is designed as an intervention program for students for whom the core reading program is not sufficient. The three major components of Passport include: 1) Identification of the 20%-40% of struggling readers left behind by most reading programs; 2) curriculum to advance these students to grade level; and 3) tracking of each student's progress in order to measure critical reading skills of individual students.
- Ongoing progress monitoring (OPM) will ensure each student stays on track for success in reading. A comprehensive set of reading materials will be available in all subject areas to meet the reading needs of all students.

LITERACY LEADERSHIP TEAM: The school will establish a Literacy Leadership Team to collaboratively oversee the implementation of the CRRP, and monitor the use of instructional materials related to reading instruction, data analysis, professional development, and technology.

The Literacy Leadership Team may be comprised of the Principal, Assistant Principal of Curriculum, Reading Coordinator, Media Specialist, SPED Teacher, ESOL Chair, Testing Chair, Department Chairs, and Reading Teachers. The administrative team will conduct classroom visitations and monitor lesson plans and will ensure that reading strategies are implemented across the curriculum. Teachers needing assistance will be supported by reading coordinators. In addition, all faculty must address the strategies for reading instruction in their annual Individual Professional Development Plans (IPDP). These strategies need to be constantly updated based on the results and analysis of progress monitoring in reading.

Reading Coordinators will analyze progress monitoring data on a quarterly basis. As student data are collected and analyzed, the data will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will tailor instructional methods, practices and necessary interventions, thereby allowing for laser-focused professional development (including site-based modeling and coaching).

The Reading Coordinator will meet with the literacy committee and grade levels/departments to review these results and share best practices. For further intensification, demonstration lessons, in-class coaching, peer observation and additional professional development opportunities will be made available to the faculty.

This literacy team will meet on a regular basis to:

- Review the school's implementation of the reading plan;
- Assess the professional development needs of staff related to reading instruction based on student performance data; and
- Develop an action plan that addresses curricular and professional development needs as they relate to the implementation of reading plan.

HOME LEARNING: The increasing parental and family involvement in teaching and encouraging reading; encouraging family literacy practices;

PROFFESIONAL DEVELOPMENT: The Reading Coordinators in conjunction with the Mentoring Program and the Literacy Leadership Team will design workshops to address the needs of classroom instruction.

ACTIVITIES: The literacy team will provide classroom support and on-site teacher professional development in utilizing reading intervention programs such as *Soar to Success* and *Voyager Passport*; supplementing the reading curriculum with reading programs such as *Accelerated Reader*, *Reading Counts*; infusing differentiated instruction strategies; and targeting specific needs of SPED /SWD and ELL students.

In addition to providing classroom support seminars, the school will participate in a series of instructional workshops to actively engage students:

- Differentiated Instruction (3 suggested sessions)
- Content-Area Classroom Libraries (1 suggested session)
- Vocabulary Strategies/ Word Walls (1 suggested session)
- Reciprocal Teaching (3 suggested sessions)

3. Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.

The school will hire appropriate certified personnel to service SPED and ELL students and will abide by the SPED/SWD/Gifted and ELL State-approved Plans in effect in the district where the school is located and will abide in all respects by the requirements of the League of *United Latin American Citizens (LULAC) et al. v. State Board of Education*.

The curriculum is designed to serve students of all ability levels. Remedial students and students with special needs (e.g., ELL, SPED/SWD/Gifted) shall be provided with programs implemented in accordance

with federal, state, and local policies and procedures. Students will have access to supervised study time and after school/Saturday tutoring to accelerate their progress.

To effectively evaluate lower-level readers, the School will participate with Florida Center for Reading Research's Progress Monitoring and Reporting Network. Students identified to have special needs, (ELL, SWD/SPED/Gifted) will be evaluated and serviced according to Individual Educational Plans. For students who are reading below grade level, a student who exhibits a substantial deficiency in reading skills-based on results of these assessments by teacher recommendation-will be given intensive intervention immediately following the identification of the deficiency until the reading deficiency is remedied.

Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is expected that SPED students will be totally integrated into the school program through an inclusive instructional model. If extraordinary support for teachers or students is necessary, it is provided either through personnel or contracted services. The school will ensure compliance with IDEA 2004, and Section 504 of the Rehabilitation Act of 1973, sections 1000.05 of Florida Statutes, and Chapter 6A-6 and 6A-19 of the Florida Administrative Code.

Students performing at an advanced academic level will be provided with advanced or gifted courses, as applicable. All students at the school will be encouraged to maximize their academic potential by captivating the most rigorous program they can handle. The needs of Gifted Education students will be addressed as outlined in the Educational Plan for each child. Gifted course offerings will be based on the needs of the student population. If not enough students are enrolled to warrant a separate class, Gifted level work will be assigned by the teacher as is warranted by the student.

4. Explain how ELL students will be engaged in and benefit from the curriculum.

As state above, the curriculum at MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is designed to serve students of all ability levels, including ELL students. Teachers will implement ESOL strategies and activities throughout the day in order to ensure that ELL students' are engaged in and will benefit from the curriculum.

ELL students, who do not meet state student performance levels in Language Arts/Reading/ESOL, and/or Mathematics, will be involved in the school-wide Progress Monitoring Process (PMP) process. Students who do not meet grade level expectations in reading will be required to be included in the school-wide PMP process. For students with disabilities, the IEP will constitute involvement in the school-wide PMP process.

The time ELL students are required to participate in basic ESOL instruction must be equal to the time non-ELL students are required to participate in the regular English language arts/reading program. This will be achieved through a combination of ESOL instruction in a pullout, self-contained.

The School will hire highly experienced and ESOL endorsed/certified teachers to serve the School's English Language Learner Program based on students' proficiency levels and enrollment needs. The number of teachers will be based on the number of students identified upon student enrollment (results from home language surveys and/or ESOL levels).

5. Describe how the effectiveness of the curriculum will be evaluated.

The educational strengths and needs of students will be determined on an individual and school-wide basis. The results of the most recent Florida Comprehensive Assessment Test, SAT, DIBELS and teacher-made tests will be used to determine the level of mastery in reading, writing, and mathematics. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for the students (e.g., appropriate course selection, tutoring, referral for special services). Analysis on a school wide basis will assist in determining staff development needs, curriculum realignments, and the objectives submitted in the School Accountability/Improvement Plan.

The extent to which the effectiveness of the curriculum standards will be met will be gauged by the achievement of the specific measurable objectives for the first year of operation. In subsequent years, the results will be determined based on the objectives specified in The School Accountability/Improvement Plan. Additionally, The School will work with the students to mastery the skills necessary for advancement to the next level as delineated by the State of Florida.

6. Identify the research base and foundation materials that will be used to develop the school's curriculum.

There are elements of the educational practices and teaching methods at MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE that are rooted in Dr. Theodore Sizer's Coalition of Essential Schools and the nine principles presented therein his research. Some of these principles will be incorporated as part of the educational philosophy of the School specifically with respect to commitment to Academic Excellence and Character Development. Samplings of the manner in which Dr. Theodore Sizer's nine principles may be implemented include:

- *Principle 1: Less is more (Guided research, integrating curriculum, "uncovering" curriculum)*
Integrating Curriculum: Separate subject areas will be blended into broad themes and concepts rather than isolated subjects and skills. Content areas covered into broad themes will include social studies, math, art/music, science, writing, reading, listening, and speaking.

- *Principle 2: Intellectual Focus (Creative thinking, engaging minds, essential questions, alternative teaching strategies)*
Alternative Teaching Strategies: It will be a requirement of teachers at the School to "break the mold" by coming up with alternative teaching strategies.

- *Principle 3: Universal goals (Themes, learning and mind styles, interdisciplinary approaches, inclusion)*
Learning and Mind Styles: It is the very foundation of the School that each student must be viewed as an individual with unique learning and mind styles. Teachers will be required to take a constructivist approach, i.e., they will look at how each student learns and thinks and then use this information to expand on the student's learning. Teachers at the School will not be providers of information, but providers of opportunities for students to gather their own information.

- *Principle 4: Creative Administration Plan (Changing status of present structures and schedules, differentiated roles for all, staff development)*
The staff at the School will be recognized for his or her individual learning style. Teachers will be required to recognize and teach to the strengths of each student, as such, students will experience

success in the learning process. Success breeds positive self-esteem. MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE incorporates multi-grade classrooms throughout the program.

- *Principle 5: Personalization (Learning styles, student self-esteem, common planning time, teams and houses, cross-grading)*

Each student's learning environment will be personalized to meet his/her potential. In that regard, the School's multi-age learning environment will allow each student the flexibility to work within a curriculum that more closely approximates his/her learning style and ability. Each class will be further broken down into small learning groups or teams. In that manner, each student will be an integral part of a learning team. Further, due to the multi-age program, each student may stay a greater number of years with a particular teacher. This will allow each student to develop a longer and more stable learning environment with a particular teacher.

- *Principle 6: Staff (Participatory management, teachers developing curriculum, changing teacher practices)*

Teachers Developing Curriculum: Teachers will play an integral role in the development of core curriculum, maintaining - and exceeding - the highest standards as reflected in the Florida Sunshine State Standards. Curriculum development will reflect what and how best to present a core body of knowledge. When teachers can participate in the curriculum development, their buy-in to the process increases dramatically.

- *Principle 7: Student as Worker (Cooperative learning, student involvement, commitment, and responsibility empowered student/teacher as coach)*

Cooperative Learning: Especially in a multi-grade/age classroom setting, older students can take on a role as helper to younger students. Younger students learn how to work together with a diverse group.

Commitment and Responsibility: By signing the school's Code of Conduct, students acknowledge that they are making a commitment to and responsibility for their role as an active participant in the learning process.

- *Principle 8: Demonstration of Mastery (Performance assessments, planning backwards, exhibitions and portfolios)*

Performance Assessments: An integral part of the methods used to identify educational strengths of students at MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will involve performance assessments. Namely, facilitator observation, peer and self-evaluations, projects, presentations, and portfolios will be used as performance assessments.

- *Principle 9: Attitude (Parent involvement, collegiality, comradeship, trust and decency, and cooperation)*

Parent Involvement: Parents will be expected to play an integral role in the school, not only via completion of their parental contribution hours, but also in their involvement in the PTA and other such school commitments. The educational philosophy of the School centers on building a love of learning through strong family relationships and a supportive educational environment. Learning best occurs for the student population served by the constant interaction between the home and school. Students understand that their parents/guardians are well informed of the educational process and are full participants in their education.

Other research based strategies the School will utilize include: hands on learning; inquiry-based research projects, science experimentation, hands-on technology that is integrated & problem driven, CRISS (Creating Independence through Student-owned Strategies, Reciprocal Teaching, Small learning communities, etc.

D. Student Assessment, Performance, and Evaluation:

1. Describe your plan to assess student performance in the core academic areas.

Please include:

- the current incoming baseline standard of student academic achievement,
- the outcomes to be achieved
- the method(s) of measurement to be used.

As required by F.S. 1002.33, this section must include student goals and objectives for improving student achievement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.

The School's educational goals have been written in accordance with school goals of other sister schools, which have yielded consistent adequate yearly progress and academic success of all students. The following objectives will be implemented in year one and revised as necessary to ensure the School's continuous improvement:

The following will be the School's goals and objectives for 2014-2015:

- Given school-wide emphasis and instruction for mastery of the Sunshine State Standards, at least 60 percent of students in grades three through eight will score a level 3 or above as documented by the scores on the Reading component of the Common Core Standards Assessment Test.
- Given school-wide emphasis on instruction for mastery of the Sunshine State Standards, at least 64 percent of students in grades three through eight will score a level 3 or above as documented by scores on the Mathematics component of the Florida Common Core Standards Assessment Test.
- Given school-wide emphasis on instruction for mastery of the Sunshine State Standards, with an emphasis in writing, at least 90 percent of fourth grade students will score a 3.5 or above on the Common Core Standards
- Given school-wide emphasis on instruction for mastery of the Sunshine State Standards in Science, fifth grade students will demonstrate mastery of science standards by meeting or exceeding the local district and/or State average, whichever is greater, of students scoring a three or above on the Science component of the Common Core Standards Assessment Test.
- Given a school-wide emphasis on instruction for mastery of the Sunshine State Standards, at least 50 percent of the lowest quartile of students will make learning gains in reading and mathematics as evidenced by demonstrating improvement in one or

more achievement levels; or by maintaining Common Core Standards achievement level 3, 4, or 5; or maintaining an achievement level of 1 or 2 and demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for the respective grade level.

Students are expected to make annual learning gains toward achieving the Sunshine State Standards appropriate for the student's grade level. The annual gains will be measured by the student's developmental scale score on the Common Core Standards and on internal pre and post tests to be administered at the beginning and end of each school year. Pre- and post-testing in Year 1, as well as reports from previous school records, when available, will be used as measures of progress, a baseline to measure progress in Years 1, 2, 3, and beyond, and as an integral part of the planning and refinement of educational strategies.

The following instructional activities will be will be intergraded in the school program as a vehicle to achieve performance standards and to increase learning opportunities:

- Implement Common Core Standards early bird tutoring or Saturday tutoring for Level 1 and 2 students in order to maximize student achievement
- Implement parent workshops that will assist with the implementation of effective strategies at home
- Facilitate student participation in essay, poetry, and book writing contest in order to promote writing success
- Utilize assessment data, writing pretest, and other ongoing assessments to drive instruction and target remediation.
- Utilize assessment data to drive instruction and target remediation in order to maximize student achievement
- Implement Common Core Standards Super Saturdays and Early Bird tutoring program to increase reading levels
- Implement a variety of literature and maximize the use of Common Core Standards reading components such as determining main idea, author's purpose, and sequence
- Utilize state-adopted supplemental material in order to increase reading critical thinking skills.
- Implement flexible scheduling that designates two hours of Language Arts/Reading instruction and one hour of daily collaborative grade level planning times

In addition to the Common Core Standards, and SAT standardized tests, the School will conduct its own internal pre and post testing and assessment to measure annual gain. The test will be comprehensive, and will include assessments in readiness, listening, reading, spelling, writing, research and study skills, and mathematics. The assessment instrument to be used will ultimately be determined by the testing professional retained to provide that service. Other internal testing and assessment, such as competency-based standardized tests, may also be used by the School to evaluate the effectiveness of its curriculum and teaching methods.

Other methods of assessing students' mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer- and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates. The student portfolios will show not only the student's "best" work, but also drafts of student work that will demonstrate progress. Ongoing

internal audits (Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools.

English Language learners (ELL) will be assessed and served by ESOL-certified personnel. The School will adopt and abide in all respects by the requirements of the *LULAC et.al. Vs. State Board of Education Consent Decree (1990)*.

- **How will the baseline student academic achievement levels and prior rates of academic progress be established?**

Student records from previous schools will be secured and reviewed for baseline data on each student and assessment of their progress. That data will include, but not limited to, standardized test scores, report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior). In the case of Exceptional Student Education (SPED /SWD, Gifted) Education Plans will be secured and the Individual ELL Student Plans will be obtained for English Language Learner (ELL) students. This data will be made available to teachers and parents who will assess progress against the baseline data and provide appropriate services to successfully attain the Sunshine State Standards.

- **How will these baseline rates be compared to rates of academic progress achieved by these same students while attending the charter school?**
- **To the extent possible, how will these rates of progress be evaluated and compared with rates of progress of other closely comparable student populations?**

The baseline data will be compared to current data at the end of each school year. Expectations are that students will progress at least as well as they did before attending the charter school, and that the specific measurable objectives for the school are achieved. Standardized tests results will be compared from the previous school year to the current school year. Other methods of assessing students' mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer- and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates. The student portfolios will show not only the student's "best" work, but also drafts of student work that will demonstrate progress.

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will implement a school-wide Pupil Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency.

For each year in which a student scores at Level 1 on Common Core Standards Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan. For each year in which a student scores at Level 1 or Level 2 on Common Core Standards Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

Ongoing internal audits (Interim Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools.

- 2. Describe the methods used to identify the educational strengths and needs of students and the extent to which educational goals and performance standards will be met. How will baseline data be collected and used.**

The educational strengths and needs of students will be determined on an individual and school-wide basis. The results of the most recent Florida Comprehensive Assessment Test, SAT, DIBELS and teacher-made tests will be used to determine the level of mastery in reading, writing, and mathematics. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for the students (e.g., appropriate course selection, tutoring, referral for special services). Analysis on a school wide basis will assist in determining staff development needs, curriculum realignments, and the objectives submitted in the School Accountability/Improvement Plan.

The following instructional activities will be will be intergraded in the school program as a vehicle to achieve performance standards and to increase learning opportunities:

- Implement Common Core Standards early bird tutoring or Saturday tutoring for Level 1 and 2 students in order to maximize student achievement.
- Implement parent workshops that will assist with the implementation of effective strategies at home.
- Facilitate student participation in essay, poetry, and book writing contest in order to promote writing success.
- Utilize assessment data, writing pretest, and other ongoing assessments to drive instruction and target remediation.
- Utilize assessment data to drive instruction and target remediation in order to maximize student achievement.
- Implement Common Core Standards Super Saturdays and Early Bird tutoring program to increase reading levels.
- Implement a variety of literature and maximize the use of Common Core Standards reading components such as determining main idea, author's purpose, and sequence.
- Utilize state-adopted supplemental material in order to increase reading critical thinking skills.
- Implement flexible scheduling that designates two hours of Language Arts/Reading instruction and one hour of daily collaborative grade level planning times.

Student records from previous schools will be secured and reviewed for baseline data on each student and assessment of their progress. That data will include, but not limited to, standardized test scores, report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior). In the case of Exceptional Student Education (SPED /SWD, Gifted) Education Plans will be secured and the Individual ELL Student Plans will be obtained for English Language Learner (ELL) students. This data will be made available to teachers and parents who will assess progress against the baseline data and provide appropriate services to successfully attain the Sunshine State Standards.

- 3. Identify the range of assessments that the school will use to measure and monitor student performance.**

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will use a battery of assessments to evaluate student performance. Assessment of students in the core academic areas will be for diagnostic purposes. The students' progress will be used to determine the needs of the students, strategies that will be used by the teachers to meet the needs of the students, and additional programs and/or course offerings beneficial for improving academic success. *See "5. Identify the range of assessments that the school will use to measure and monitor student performance" below

4. Describe how students will participate in the statewide assessment program. What other assessments will be used to document student achievement?

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will participate in all statewide assessments. See 5. Identify the range of assessments that the school will use to measure and monitor student performance" below for more details on what assessments will be used to document student achievement.

5. Identify the school's promotion standards.

Each student in grades Pre-K thru 5 must meet specific levels of performance in reading, writing, mathematics, and science. For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will implement a school-wide Progress Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. Student performance will be evaluated and reported based on mastery of standards to determine a student's eligibility for promotion.

Instructional staff members will utilize such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential. The academic grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject. The determination of the specific grade a student receives must be based on careful consideration of all aspects of each student's performance during a grading period: Class work, observations, tests, portfolios, state assessments, and written progress reports and report cards (at the end of every nine weeks of school) should serve as the primary means of communicating student progress and achievement of the standards for promotion.

In compliance with Section 1008.25, F.S., The specific levels of performance on the FCAT required for grade 3 reading must be attained by the end of grade 3 for promotion to grade 4. Grade 3 students who do not score at Level 2 or higher on the Grade 3 FCAT SSS Reading portion *must* be retained unless exempt from mandatory retention for good cause as specified in paragraph 6(b) of 1008.25, F.S. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion as per state legislation.

The school will also abide by the promotion requirements of the Secondary School Redesign Act, the "A++ Plan for Education," passed by the Florida Legislature and effective July 1, 2006. The purpose is to increase the rigor and relevance to academics in the middle grades and prepare students for successful completion of rigorous courses in high school. As part of the requirements for middle grades promotion, each student should be enrolled in a career and education planning course in seventh or eighth grade according to Florida Legislation. The School will offer different career pathway include career exploration using CHOICES interactive program sponsored by the DOE. Students are expected to select electives in a consecutive manner. The course must result in the completion of a personalized career

and education plan. This plan will allow each student to chart their courses for high school and major area of interest; set short and long term goals; record personal assessments such as interests, values, skills, aptitudes, and career options; and plan for postsecondary education.

ENGLISH LANGUAGE LEARNERS: Promotion for an ELL student is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Retention of an ELL student requires the review and recommendation of the ELL committee. Retention of a student with disabilities (SWD) who is also an ESOL/SPED student requires the review and recommendation

6. Identify the range of assessments that the school will use to measure and monitor student performance.

The Florida adopted Common Core State Standards listed in the subsequent pages will guide the development of school formative assessments for student academic performance in the core subject areas of grades K thru 5. See pages 29-51

COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects

Reading Standards for Literature K-5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Literature K-5

RL

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrators.	6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards for Informational Text K-5

RI

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
5. Identify the front cover, back cover, and title page of a book.	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe <i>how</i> reasons support specific points the author makes in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read informational texts appropriately complex for grade 1.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text K-5

RI

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills (K-5)

RF

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 students:
<p>Print Concepts</p> <ol style="list-style-type: none"> Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. 	<ol style="list-style-type: none"> Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<p>Phonological Awareness</p> <ol style="list-style-type: none"> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<ol style="list-style-type: none"> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial-vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Reading Standards: Foundational Skills (K-5)

RF

Note: In kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 students:	Grade 2 students:
<p>Phonics and Word Recognition</p> <ol style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<ol style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words. 	<ol style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.
<p>Fluency</p> <ol style="list-style-type: none"> Read emergent-reader texts with purpose and understanding. 	<ol style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ol style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards: Foundational Skills (K-5)

RF

Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency		
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards K-5

W

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report, record science observations).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)

Writing Standards K-5

W

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons. Provide a concluding statement or section. <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. Provide a concluding statement or section. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>). Provide a concluding statement or section related to the opinion presented. <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). Provide a concluding statement or section related to the opinion presented. <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

Writing Standards K-5

W

Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
Research to Build and Present Knowledge		
<p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. (Begins in grade 4)</p>	<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>	<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
Range of Writing		
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Speaking and Listening Standards K-5

SL

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 	1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 	1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

Speaking and Listening Standards K-5

SL

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Presentation of Knowledge and Ideas		
<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p>	<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>

Language Standards K-5

L

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions of Standard English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untought words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use collective nouns (e.g., <i>group</i>). Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). Use reflexive pronouns (e.g., <i>myself, ourselves</i>). Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., <i>cage — badge; boy — boil</i>). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Language Standards K-5

L

Kindergartners:	Grade 1 students:	Grade 2 students:
Knowledge of Language		
3. (Begins in grade 2)	3. (Begins in grade 2)	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Compare formal and informal uses of English.
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. 	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). 	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>, <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. 	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that <i>swims</i>; a <i>tiger</i> is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings. 	5. Demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurt</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Language Standards K-5

L

Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions of Standard English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>)*. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., <i>either/or, neither/or</i>).
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed. 	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you!</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.

Language Standards K-5

L

Grade 3 students:	Grade 4 students:	Grade 5 students:
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English. 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). <p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>

Texts Illustrating the Complexity, Quality, and Range of Student Reading K-5

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	<ul style="list-style-type: none"> • <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)* • <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967) • <i>Pancakes for Breakfast</i> by Tomie DePaola (1978) • <i>A Story, A Story</i> by Gail E. Haley (1970)* • <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)* 	<ul style="list-style-type: none"> • <i>My Five Senses</i> by Ailiki (1962)** • <i>Truck</i> by Donald Crews (1980) • <i>I Read Signs</i> by Tana Hoban (1987) • <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)* • <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*
1*	<ul style="list-style-type: none"> • "Mix a Pancake" by Christina G. Rossetti (1893)** • <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)* • <i>Little Bear</i> by Else Holmelund Mlinarik, illustrated by Maurice Sendak (1957)** • <i>Frog and Toad Together</i> by Arnold Lobel (1971)** • <i>Hi! Fly Guy</i> by Tedd Arnold (2006) 	<ul style="list-style-type: none"> • <i>A Tree is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** • <i>Starfish</i> by Edith Thacher Hurd (1962) • <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)** • <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)* • <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*
2-3	<ul style="list-style-type: none"> • "Who Has Seen the Wind?" by Christina G. Rossetti (1893) • <i>Charlotte's Web</i> by E. B. White (1952)* • <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985) • <i>Tops and Bottoms</i> by Janet Stevens (1995) • <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001) 	<ul style="list-style-type: none"> • <i>A Medieval Feast</i> by Ailiki (1963) • <i>From Seed to Plant</i> by Gail Gibbons (1991) • <i>The Story of Ruby Bridges</i> by Robert Coles (1995)* • <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997) • <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)
4-5	<ul style="list-style-type: none"> • <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865) • "Casey at the Bat" by Ernest Lawrence Thayer (1888) • <i>The Black Stallion</i> by Walter Farley (1941) • "Zlateh the Goat" by Isaac Bashevis Singer (1984) • <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009) 	<ul style="list-style-type: none"> • <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992) • <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996) • <i>A History of US</i> by Joy Hakim (2005) • <i>Horses</i> by Seymour Simon (2006) • <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)

COMMON CORE STATE STANDARDS FOR

Mathematics

Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11–19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 1 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 2 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 3 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 4 Overview

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

2. Identify the staffing plan for the school's special education program, including the number and qualifications of staff.

An inclusion model will be utilized at all grade levels. Appropriately certified personnel will ensure that the students' needs are being met. Students with disabilities will have an IEP that complies with state and federal regulations. The school will employ teachers who meet all licensure and or certification requirements that apply to the area in which the individuals are providing services to the special education students.

3. Describe how the school will serve gifted and talented students.

In accordance with State Board Rule 6A6.03019, the school will implement the following procedures for meeting the needs of gifted students:

Identifying Gifted Students: Gifted students will be identified for special instructional programs for the gifted if the student demonstrates the following:

- a. A need for a special program*
- b. A majority of characteristics of gifted students according to a standard scale or checklist and
- c. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

Underrepresented minority students will be identified as eligible for gifted programs upon demonstration of:

- a. ESOL or free/reduced lunch eligibility/status
- b. 98% or above on standardized test
- c. 112 or above on IQ test

The following criteria will be used in identifying a student's need:

- a. high present levels of performance on test scores (98% or higher)
- b. referrals from teachers for gifted eligibility based on classroom performance, student's portfolio
- c. recommendation from counselor/teachers regarding student motivational behavior, involvement in activities, etc.
- d. recommendation from parents about student's academic areas of strength and individual interest.

Plan Development: Once a student has been referred for evaluation, the gifted coordinator will notify the student's parent, teachers, and school psychologist. The gifted coordinator at the school site will fill out the appropriate forms as per the school's gifted plan and notify the parents of the CST to obtain permission for the testing.

Upon completion of the evaluation, a meeting will be scheduled to determine eligibility. If the student meets the eligibility criteria an Educational Plan (EP) is developed.

Initial Educational Plan (EP) Participants: The EP team will include the following participants:

- The students parents*
- The student
- The school's gifted coordinator
- At least one teacher of the gifted program;
- One regular education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's strengths and needs.
- School psychologist
- Staffing Specialist

* Parents will be considered partners with the schools in developing, reviewing, and revising the educational plan (EP) for their child. The role of parents in developing EPs will include:

- Providing critical information regarding the strengths of their child;
- Expressing their own concerns for enhancing the education of their child so that they receive a free appropriate public education;
- Participating in discussions about the child's need for specially designed instruction;
- Participating in deciding how the child will be involved and progress in the general curriculum; and
- Participating in the determination of what services the school will provide to the child and in what setting.

The Educational Plan (EP) for each student will include:

- a. A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, performance on state assessments, and evaluation results;
- b. A statement of goals, including benchmarks or short term objectives;
- c. A statement of the specially designed instruction to be provided to the student;
- d. A statement of how the student's progress toward the goals will be measured and reported to parents; and
- e. The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

Review and Revision: The EP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of an English Language Learner student, the language needs of the student as they relate to the EP will be considered when reviewing and revising the plan.

The goals for determining the School's effectiveness in serving special education students at the School is consistent with goals set for all students of the School and as specified in the child's EP.

4. **Describe how the school will evaluate the effectiveness in serving Exceptional students.**

The goals for determining the School's effectiveness in serving exceptional students at the School is consistent with goals set for all students of the School or as specified in the child's IEP or EP.

The school will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP.

Furthermore, the School's effectiveness in serving exceptional students can also be evaluated in its' ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP/EP. Similarly, the school's ability to meet Adequate Yearly Progress (AYP), including AYP for the students with disabilities subgroup, would also serve to demonstrate effectiveness in serving the School's special education population.

Additionally, at conclusion of every marking period (and/or during mid-term progress report sessions), the School will evaluate the students progress towards goals identified in the students IEP/EP as well as overall success with current courses.

The administrator for SPED may meet with student, general education and special education teachers, parents and school psychologist/speech language therapist/OT/PT (when applicable) to review results and informally discuss students progress towards goals indicated in Individual Educational Plan. Every four weeks the SPED Administrator/Chairperson will arrange communication with student, teachers, services providers, and parents in regards to student's progress during the time of midterm progress reports.

The gifted coordinator may meet with student, general education and gifted education teachers, parents to review results and informally discuss student's progress towards goals indicated in the Educational Plan.

F. English Language Learners:

1. Describe how the school will comply with state and federal requirements for serving ELL students, including the procedures that will be utilized for developing and maintaining LEP plans and providing services.

The School will implement the state-approved, English Language Learner (ELL) plan in effect in Gadsden County. This plan is in accordance with the requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990) in servicing English Language Learners (ELL) as follows:

Identification and Assessment: Per FS 1003.56, the School will identify "English Language Learner" (ELL) as:

- a. An individual who was not born in the United States and whose native language is a language other than English;
- b. An individual who comes from a home environment where a language other than English is spoken in the home; or
- c. An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency

The school will survey ALL parents upon initial entry (registration) using the **Home Language Survey (HLS)** and will administer the following assessments as applicable:

- **Oral Language Proficiency Scale-Revised (OLPS-R)** to students who have at least one affirmative response on the HLS.

Metropolitan Achievement Test (MAT-7) to ALL students from 4th to 5th grade who score a Level V on the OLPS-R, and do not have CCSS/SAT 10 – Reading NRT standardized test scores. The MAT-7 will be used to determine language and reading proficiency status. If the student’s proficiency is 32% or above, the student will be assigned NOT ELL and will be placed accordingly. If the student’s proficiency is less than 32%, the student is classified as a Level IV and will be placed in the ESOL program at the School.

ESOL Program Placement: The school will implement an ESOL program of instruction in meeting the needs of the ELL population to be served. Program instruction will be designed to develop the student’s mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The School will provide ESOL instruction as well as ESOL strategies in mathematics, science, social studies, and computer literacy following state guidelines.

Home Language Assistance Program (HLAP): If the school has 15 or more ELL students speaking another language (per language group) other than English upon registration, the school will designate a linguistically qualified teacher who can assist ELL students in understanding content instruction. Teachers and paraprofessionals assigned to this program are expected to assist ELL students using ESOL strategies in the core subject areas of mathematics, science, and social sciences.

Resources: Word-to-Word dictionaries in the students’ heritage language/English language will be available in the ESOL and Content classrooms throughout the year, as well as, for all state assessments.

The Individual ELL Student Plan: All students classified as ELL will have an Individual ELL Student Plan. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, and home language), initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, ELL committee information, as well as PMP if needed. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information.

The ELL Plan will:

- Inform the student, parent, and teachers on the student English Language level
- Monitor student progression
- Establish meetings between the school, the parents, and the student to discuss academic progress
- Provide methods for evaluation and provisions for monitoring and reporting student progress
- Provide for parental and teacher involvement to ensure that the students are being properly serviced
- Provide for student exit from and reclassification into the program.

The School will designate an ESOL coordinator to be responsible for developing and updating all Student ELL Plans, keeping a record of parental contact and ELL Program Records Folder. The record folder containing the following will be available for all ELL students:

- Home Language Survey - signed and dated by parent/guardian

- Copy of Annual Letter of Participation in ESOL program - signed by the principal
- Oral Language Proficiency Scale-Revised (OLPS-R) Test/Answer Sheet(s)
- A copy of student's current schedule.

The ELL Committee: The School's ELL Committee will be comprised of a school administrator or designee, ESOL teacher/coordinator, home language teacher (if any), classroom/subject area teacher, and guidance counselor. The ELL committee will:

- schedule meetings to review the student's progress and make recommendations after thorough review of all necessary data.
- Invite parent(s)/guardian(s) to attend all meetings, discuss and explain all recommendations
- Ensure that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose native language is other than English
- Convene meetings in a timely manner and record recommendations in the Individual ELL Plan.
- File in ELL folder a copy of a letter inviting parent to attend ELL Committee.
- Convene an ELL committee for students with **six semesters** or more in the ESOL program.
- Convene an ELL committee for ESOL level V students within the two-year monitoring period who have shown a decline of 1.0 point in the overall grade point average or when academic concerns are identified.

Evaluation: The Student ELL plans will be updated annually by the principal's designee/ESOL coordinator. The Language Arts teacher will document former ELL student's progress in the student's ELL Student Plan using a Post-Program Review Report and a Post-Program Review Student Profile are generated with information regarding ELL students who have exited the ESOL program within the last two years. . Documentation of the progress review for each ESOL-exited student will be conducted at the end of the student's first grading period, first semester, first year, and second year after exiting.

The school will monitor the student's progress:

- report cards
- test scores
- classroom performance
- Post Program Review Reports (as applicable)
- Standardized tests (as applicable)
- Student Case Management referrals (as applicable)

This information will assist schools in determining if student's progress as well as the school's effectiveness servicing the needs of its ELL population.

2. Identify the staffing plan for the School to meet the needs of the ELL students, including the number and qualifications of staff.

The School will hire highly experienced and ESOL endorsed/certified teachers to serve the School's English Language Learner Program based on students' proficiency levels and enrollment needs. The number of teachers will be based on the number of students identified upon student enrollment (results from home language surveys and/or ESOL levels).

Additionally, the school is committed to ensuring that all core curriculum personnel instructing ELL students will have the appropriate training (ESOL endorsement/required coursework including ESOL Issues and Strategies -18 or 60 MPP) documentation. The school will offer on-site staff development opportunities for all staff to acquire ESOL endorsement. The Principal/Staffing Committee will identify each teacher's training status or requirement. The school will work with the Teacher Education Center to provide ESOL in-service training program(s) to assist language arts, basic subjects and other subject area teachers. The School will work with GCPS in informing staff of the sessions or web-based courses available to meet the ESOL/META training requirements.

All instructional members will be trained and expected to:

- identify the students in their grade book and record the ESOL level next to each student's name;
- use appropriate competency-based curriculum to plan lessons and reflect ESOL strategies being used in lesson plans; and
- use appropriate grading guidelines and report card comments
- Work at least 190 days a year

G. School Climate and Discipline:

1. Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.

Approximate School Hours and Schedule:

- ◆ Grades PreK-5
- ◆ 8:30a.m. – 3:00p.m.
- ◆ 180 days of instruction

Hours of Instructional Time: The School will comply with the required hours of instructional time in the core and selected areas of study as per a state-approved Student Progression Plan (SPP).

Proposed Instructional Minutes

Reading/LA	Grades K-5 Required	90 minutes. consecutive, uninterrupted daily instruction
ESOL/ELL (Same requirement as Non-ELL students)	Grades K-5 Required	60 minutes. consecutive, uninterrupted daily instruction
Math	Grades K-5 Required	60 minutes. consecutive uninterrupted daily instruction
Science (Including scientific inquiry approach)	Grades K-2 Required	100 minutes. (weekly)
	Grades 3-5 Required	150 minutes. (weekly)
Social Studies	Grades K-2 Recommended	100 minutes. (weekly)
	Grades 3-5 Recommended	150 minutes. (weekly)
Writing	Grades K-5 Required	30 minutes. During the instructional day
Intervention: Tier 1 (never retained) Tier 2 (retained once)	Grades K-5 Required	30 minutes. (daily) During the instructional day
Tier 3 (Retained twice in same grade)	Grades K-5 Required	60 minutes. (daily) During the instructional day
P.E.	Required - K-5	150 minutes. (weekly)
Recess	Grades Pre-K – 5 Required	20 minutes. (2 times a week or 15 minutes. (3 times a week)
Music	Grades K-1 Recommended	40 minutes. (weekly)
	Grades 2-5 Recommended	150 minutes (every 2 weeks)
Art	Grades K-1 Recommended	50-60 minutes. Consecutively (weekly)
	2-5 Recommended	60 minutes. Consecutively (weekly)
SP-S	Grades K- 5 Recommended	150 minutes. (weekly)
SP S/L World Languages	Grades K- 5 Recommended	150 minutes. (weekly)
Home Language Arts	Grades K- 5 Required	150 minutes. (weekly)

2. Code of Student Conduct

Discipline and dismissal procedures should be the same as those in the GCPS Code of Student Conduct and Consistency Manual

- If a charter school student is withdrawn or is expelled from the charter school and has committed an expellable act that would merit full exclusion, the student will be denied enrollment to any Gadsden County Public School or program.
- If a charter school student is expelled and has committed an expellable act that would merit exclusion from a comprehensive (regular) school, the student may be accepted in an alternative GCPS program.

If a charter school student withdraws but has not committed an expellable act based on GCPS standards, the student shall be admitted to a GCPS program and the charter school shall rebate the FTE to the district.

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE strictly enforces the Code of Student Conduct policies and discipline and dismissal procedures of the plan in effect in Gadsden County Public Schools. In addition, the expectations and policies of the School's Code of Excellence and the Progressive Disciplinary Plan are fully explained in the School's Student/Parent Handbook.

The rules, regulations and due process procedures in the School's Code of Excellence are designed to protect all members of the educational community in the exercise of their rights and responsibilities. These rules apply to any student:

- a. Who is on the school property?
- b. Who is in attendance at school or any school-sponsored activity?
- c. Whose conduct at any time or in any place has a direct and immediate effect on maintaining order and discipline in the School?

Below is a summary of these policies:

ACTS OF DISORDERLY CONDUCT MAY INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING:

- a. Classroom tardiness
- b. Dishonesty
- c. Acting in a manner as to interfere with the educational process
- d. Abusive language between or among students
- e. Failure to complete assignments or carry out directions

POSSIBLE SANCTIONS:

- a. Verbal and Written Reprimand / Referral / Student Case Management Form (SCAM)
- a. Contact with parent
- b. Loss of Privileges
- c. Detention / Work Duty on Campus
- d. In-school/Outdoor Suspension

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE students will be expected to show respect for themselves, for other students, and for their teachers. Each room has a climate in which optimal learning can take place. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Misbehavior on the part of students can be generally corrected when the home and school work together.

Teachers and students must foster a mutual respect for one another. Teachers will never use corporal punishment or offensive language toward a student. According to the Code of Excellence, methods of positive reinforcement/rewards and/or loss of privileges are utilized. Administration will make the final decision on disciplinary actions.

Disruptive Conduct

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE strictly enforces the Code of Student Conduct policies and procedures of the plan of the Gadsden County Public School District.

Disruptive conduct is defined as activities in which students engage in that are directed against another person or property. The consequences of these activities tend to endanger the health or safety of oneself or others in the school. Acts may include, but are not limited to the following:

- Vandalism
- Theft
- Disrespect
- Violation of dress code

Types of Disciplinary Action

- **Detention** – student will be issued a morning or afternoon detention to be served in school.
- **In-school suspension** – student sent to the office.
- **Work Duty** – student is assigned to a designated staff member to engage in active work such as cleaning, picking up, and organizing.
- **Outdoor suspension** – absence from school – student is not allowed on school grounds or at any school-related function.
- **Expulsion** – student removed from school for the remainder of the school year.

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Suspension Policy

Only the principal or designee may suspend a student. Before suspension may be imposed, the student is entitled to know what provision of the Code of Student Conduct was allegedly violated, and what specific conduct constituted the violation. If the student denies the charge or charges, the student is entitled to provide an explanation and to have other students or others who witnessed the incident speak on his or her behalf. If the student wishes additional time to present his or her side of the incident, the principal may grant his or her request, however, this shall not stay the disciplinary action. All disciplinary meetings between the principal, the student and the parent or guardian shall be informal and not in the nature of an evidentiary hearing. Therefore, requiring testimony, cross-examination, or similar legal proceedings are not permitted. The principal's decision regarding a suspension shall be considered final.

The principal will suspend a student immediately if the student has committed an act which poses an immediate danger to students or staff members or if the violation is one of battery or one which has an immediate disruptive effect upon the orderly conduct of the school. If a student is to be immediately suspended, the principal or designee must give the student either oral or written notice of the charges. The principal or designee must mail the parent/guardian written notice of the charges against the student within 24 hours of the suspension. Such written notice will be preceded by reasonable attempts to contact parent/guardian by telephone.

When a student is suspended for possession, distribution, attempted distribution, sale, or attempted sale of a controlled substance, or willful possession of a firearm or a weapon, or has committed any other offense which is a crime under Florida law, parents/guardians, and law enforcement officials, shall be notified by the principal or designee as soon as possible.

ZERO-TOLERANCE POLICY: The administration reserves the right to apply severe disciplinary actions including possible dismissal from MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE. The School is committed to the mental, physical welfare, and safety of each student. Violence, i.e. fighting, weapon possession and drug use are detrimental to students' welfare and detract from the educational environment of the School. As a result, the school has a **zero-tolerance policy** for violence, drug, alcohol, and weapons brought on campus. The school believes that all students have the right to attend a safe, drug- and violent free school.

- a. Possession of FIREARMS (of all types as defined by Florida Law), KNIVES (of any kind), EXPLOSIVE (including fire crackers), MACE, PEPPER SPRAY, CIGARETTE LIGHTERS, or any other object that may be identified as a potential weapon or threat to the student body and or structural buildings of our campus.
- b. Illegal items will be confiscated and possession of an illegal item may result in out-of-school suspension, dismissal from MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE
- c. Possession of an illegal item WILL BE REPORTED to law enforcement. Any student caught with possession of an illegal item will be turned over to the Police Department for criminal charges and processing of arrest. Parents will be contacted by the Police Department. School authorities will not be responsible to make parent contact prior to the arrest of a student.

- d. Laser devices (pens or others) are not to be brought to school. If found in the possession of a student, disciplinary action will be taken.

Expulsion Policy:

The school will abide by GCPS' policies regarding expulsion.

Dismissal or Recommendation for expulsion:

The principal of the School may take this action when they have exhausted less severe administrative disciplinary action, or when they have considered those alternatives and rejected them as inappropriate in the given situation. If a student is referred for possible expulsion, the parent/guardian will receive a letter explaining the reason for the recommendation. If recommended for expulsion, the parent/guardian may request a hearing before the Governing Board. Failure to submit a timely request for a hearing shall be deemed a waiver of the student's right to a hearing. Failure to appear before the governing board when the referral for possible expulsion is to be considered shall be deemed a waiver of the student's right to a hearing.

Discipline Procedures for Students with Disabilities.

For students whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior must be considered in the development of the students' individual educational plans (IEPs). Procedures for providing discipline for students with disabilities are in accordance with the requirements of Rule 6A-6.03312 FAC. The School will comply with all state and federal laws as it relates to students with disabilities and discipline procedures.

II. GOVERNANCE AND MANAGEMENT

A. Profile of the Founding Board and/or Initial Incorporators:

1. Describe the group submitting this application and other management team members.

The MASAE Governing Board will consist of the members of the community appointed by the City of Midway Council:

- _____, Board Member
- _____, Board Member
- _____, Board Member
- _____, Board Member
- _____, Board Member

The City of Midway was incorporated in 1987 by a special act of the Florida Legislature. Our City government consists of seven elected city council members, all of whom are elected city-wide, but five must live in the district they represent. Our Mayor is an elected city councilmember, but is appointed by the city council as Mayor for a two-year term. Midway operates under a Council/Manager form of government, with the city council enacting policy and the city manager carrying out that policy and operating the city on a day-to-day basis. Midway has a long history dating back to the earliest days of Florida. One common myth is that Midway was actually the point where representatives from Pensacola and Saint Augustine first met to determine the Capitol of Florida, but no one has actually proven that point. Midway is located in Gadsden County about ten miles from Tallahassee, the Capitol of Florida. We are conveniently located near the intersection of two major highways-Interstate 10 and US 90.

2. Describe how the school will be governed, including documentation of legal structure (i.e. Certificate of Incorporation)

The City of Midway is the legal entity that will operate the School as per the City Charter. The city council managed by its board of directors ("Governing Board"). The Governing Board has the responsibility for all of the affairs and management of the School and will provide continuing oversight of school operations. Members are committed to the mission of the School and are cognizant of their responsibility to effectively and properly manage public funds.

3. Discuss any business arrangements or partnerships with existing schools, educational programs, businesses, or non-profit organizations.

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will collaborate with the existing charter schools, businesses, and non-profit organizations that work in the Gadsden County area.

4. Explain how the founding group for the school intends to transition to a governing board.

The founding group of MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is the same group who currently serves as the City of Midway Council. The Board is committed to ensure that newly elected members will agree to support the founding vision, in order to maintain continuity between these founders and any subsequent board members who may be elected to serve in the future.

5. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

Plans for Board Member Recruitment:

The City of Midway council will recruit members as a seat becomes available, who will commit to forward the mission of the School. All Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the School as well as participate in charter school governance training and successfully undergo a background check by the Sponsor, as specified by law.

Orientation Process and Ongoing Professional Development:

Governance Training: The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training will be provided by The Florida Association of Charter Schools or other approved vendor. Further, as presented in the Applicant's Bylaws, The Applicant shall develop an orientation and training program for new directors and an annual continuing education program for existing directors.

Human Resources Training: Administrators and governing board members will be trained every two years by a human resources management company in the area of Human Resources. The training will cover the areas of Hiring, Utilizing, and Evaluating Administration, Personnel Policies and Procedures, Hiring Practices, Evaluation, Taxes and Benefits.

6. Explain how parents and the community will be involved in the governance of the school.

One of the appointed board members will be parent representative (appointed on an annual basis). The parent board member will assist the Governing Board in ensuring that there is active parental participation in the governance of the school and will provide parental feedback on the board's effectiveness in carrying out the school's mission in meeting the needs of all students.

Parental involvement in school matters is an integral, and in fact, required, part of the philosophy and operation of the School. The following areas represent a sampling of parental involvement opportunities:

- Parents will contract to volunteer with their child's teacher and/or be involved in other ways in school activities;
- Parents will serve on various committees, including the School Advisory Council (SAC);
- An SAC member will serve as a voting member of the Governing Board; and
- Parents will have the opportunity to serve as members of the PTA, if they elect to do so.

7. Detail the relevant expertise of retained consultant or professionals (e.g. accounting, finance, educational management services, risk management, human resources).

Upon application approval the School will retain the services of professionals to assist in the implementation of the curriculum at the School site and adherence to district compliance requirements.

8. Identify any management or professional expertise that must be acquired and how that task will be achieved.

Governance Training: The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training will be provided by The Florida Association of Charter Schools or another approved vendor.

Human Resources Training: Administrators and governing board members will be trained every two years by a human resources management company in the area of Human Resources. The training will cover the areas of Hiring, Utilizing, and Evaluating Administration, Personnel Policies and Procedures, Hiring Practices, Evaluation, Taxes and Benefits.

B. Education Service Providers

1. Explain the roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place.

General accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of financial statements and assistance with the work of the School's independent certified auditor.

2. Explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.

The Governing Board will conduct periodic and annual evaluations of the performance of the School in the following categories: financial performance, including variance to budget; staff turnover data; academic performance, including enrollment; and facilities costs and needs.

The City of Midway has extensive experience working with affiliated real estate developers that acquire, design, finance, construct and retrofit quality school facilities leased to charter schools. The real estate developers involved in this process have extensive experience in this arena, and have successfully assisted other charter school applicants in securing state-of-the-art charter school campuses to carry out the school's educational missions. The City of Midway will work with reputable and experienced charter property developers, who have access to a network of financial institutions ready to commit the necessary capital for build-to-lease facilities. The developers also have relationships with award-winning design and engineering firms, as well as contractors with a track record of timely completion of excellent facilities meeting the needs of the School.

C. Board of Directors and School Governance:

1. Describe how the board of directors will be chosen and what steps will be taken to maintain continuity between the founding organizer's vision and that of the permanently established board of directors.

Following the terms of the initial directors, directors of the Board shall be elected by the then-current Board of Directors shall be so elected at the annual meeting of the Board of Directors then in the office.

The existing president of the board shall nominate each Director. The duration of the term of each Director shall be staggered so as to promote continuity in the Board.

Any member may be removed without cause by the affirmative vote of a majority of the Board. Newly created directorships resulting from an increase in the number of directors comprising the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at any meeting of the Boards. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members.

2. **Describe the roles and responsibilities of the governing board. Include the obligations of the governing board as whole, individual members and officers of the board and the relationship the governing board has to teachers and administrators.**

Responsibilities of the Governing Board as a whole:

The Governing Board is the ultimate policy-making body for the School, and will have the responsibility for the affairs and management of the School. The Governing Board will provide continuing oversight of school operations, including a responsibility to effectively and properly manage public funds.

Responsibilities of the Officers and Members of the Board

Chairman:

As further specified in the in the charter of The City of Midway (herein attached as Exhibit D), the Chairman is the chief executive officer of the Board and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The Chairman shall preside at all meetings of the Board. The Chairman has the general management powers and duties usually vested in the office of the Chairman and general manager of a Board as well as such other powers and duties as the Board may prescribe from time to time.

Vice Chairman:

As further specified in the in the charter of The City of Midway (herein attached as Exhibit D) the Vice Chairman(s), the absence or disability of the Chairman, shall perform all duties of the Chairman and shall have such other powers and perform such other duties as the Board may prescribe form time to time.

Secretary:

The Secretary shall:

- a. maintain minutes of all meetings of the Board and its committees;
- b. keep a copy of the corporation's Articles of Incorporation and Bylaws and the seal of the corporation;
- c. give notice of all meetings of the Board;
- d. distribute the minutes of meetings of the Board to all its members promptly after the meetings; keep the seal of the corporation in safe custody;
- e. maintain all reports, statements and other documents required by law, except to the extent the same are to be kept or filed by the Treasurer; and
- f. perform such other powers and perform such other duties as may be prescribed from time to time by the Board as well as all other duties detailed therein the charter of The City of Midway (Exhibit D)

3. Discuss the proposed method for resolving conflicts between the governing board of the charter school and the Gadsden County School Board.

The Governing Board intends first to avoid conflict by approaching this agreement in a cooperative manner. The members are aware that charter schools are still relatively new in Florida and that there are many areas where issues of law and governance have yet to be defined. The first step in conflict resolution would be for a representative of the charter school to meet with representatives of GCPS and discuss a viable resolution to the conflict.

If, following such a meeting, the conflict is still unresolved; the Governing Board would propose referring the matter under dispute to the Department of Education of Florida's Charter School Division in Tallahassee. That division has experience handling many issues regarding the operation and governance of charter schools and could be of assistance in resolving an issue of concern.

4. Describe the policies and procedures by which the governing board will operate, including board powers and duties, board member selection and removal procedures and term limits, code of ethics, conflict of interest, and meeting schedule.

Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.

Board Member Powers

The policies and procedures by which the board will operate, including specific board member powers are detailed in The City of Midway charter (provided herein as Exhibit D).

Board Member Duties

The Governing Board will perform the following duties, as well as any and all other duties specified in Florida Statutes regarding Governing Board of Charter Schools and any other duties specified therein The City of Midway Charter (herein attached as Exhibit D):

- Oversee operational policies, academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit, pursuant to paragraph (g), who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
 - a. Student achievement performance data
 - b. Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.

1.6 million dollars

- c. Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.
- d. Descriptive information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

Board Member Selection & Removal Procedures & Term Limits

The City of Midway Charter specifies the selection removal procedures and term limits of Board Members as follows:

Selection:

Following the terms of the initial directors, directors of the Board shall be elected by the then-current Board of Directors shall be so elected at the annual meeting of the Board of Directors then in the office. The existing president of the corporation shall nominate each Director. The duration of the term of each Director shall be staggered so as to promote continuity in the Board.

Any member may be removed without cause by the affirmative vote of a majority of the Board. Newly created directorships resulting from an increase in the number of directors compromising the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at any meeting of the Boards. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members.

Removal:

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal.

Term Limits:

The authorized number of Directors shall be no less than three (3) and no greater than nine (11) until changed by amendment of these Bylaws.

Code of Ethics: It is the policy of The City of Midway that its employees and board members uphold the highest standards of ethical, professional behavior. To that end, these employees and board members will agree to commit themselves to carrying out the mission of this organization and shall:

- Be mindful of and honor the safety, health and welfare of the public in the performance of professional duties.
- Act in such a manner as to uphold and enhance personal and professional honor, integrity and the dignity of the profession.
- Treat with respect and consideration all persons, regardless of race, religion, gender, sexual

orientation, maternity, marital or family status, disability, age or national origin.

- Recognize that the mission at all times is the effective education of children and the development of institutions to foster that mission.
- Engage in carrying out the Board's mission in a professional manner.
- Collaborate with and support other professionals in carrying out the educational mission.
- Build professional reputations on the merit of services.
- Keep up to date and informed on emerging issues and business of the Board, and to conduct themselves with professional competence, fairness, impartiality, efficiency and effectiveness.
- Uphold and implement policies adopted by the Board of Directors.
- Keep the faculty, parents, students and community informed about issues affecting them.
- Conduct organizational and operational duties with positive leadership exemplified by open communication, creativity, dedication and compassion.
- Exercise whatever discretionary authority they have under the law so as to carry out the mission of the organization.
- Serve with respect, concern, courtesy, and responsiveness in carrying out the organization's mission.
- Demonstrate the highest standards of personal integrity, truthfulness, honesty and fortitude in all activities in order to inspire confidence and trust in such activities.
- Avoid any interest or activity that is in conflict with the conduct of official duties.
- Respect and protect privileged information to which they have access in the course of their official duties.
- Strive for personal and professional excellence and encourage the professional development of others.

Conflict of Interest Policy: As a tax-exempt organization authorized to operate charter schools, the operations of The City of Midway can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, fiduciary duties exist between the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not improperly use their positions with, or knowledge gained from, Midway ASAE for their personal benefit. Each Board member will be required to sign a Conflict of Interest Statement to this effect each year he or she serves.

Interpretation of this Statement of Policy: The areas of conflicting interest listed and the relations in those areas which may give rise to conflict are not exhaustive. Conflicts might arise in other areas or through other relations. Directors, officers and management employees will hopefully recognize such areas and relation by analogy. However, it is the policy of the Board that the existence of any conflict of interest shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the Board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

Disclosure Policy and Procedure: Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed: 1. The conflicting interest is fully disclosed; 2. The person with the conflict of interest is excluded from the discussion and approval of such transaction; 3. Where products, goods or services are being procured or sold, that there exists reliable independent evidence of fair value (which shall be specifically identified in and attached to the minutes), which may include a competitive bid or market survey or comparable valuation or other reliable evidence of market value; and 4. The Board has determined that the transaction is in the best interest of the organization.

Disclosure in the organization should be made to the Board Chair who shall bring the matter to the attention of the Board. Disclosure involving the directors should be made to the Board. The Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair and reasonable. If the conflict is not deemed to be material and the conflicted party is excluded from the decision making process, then the Board can use its reasonable judgment and make a decision which it deems to be in the best interest of the entity. The decision of the Board on these matters will rest in its sole discretion, and its concern must be the welfare of the Corporation and the advancement of its purpose.

Meeting schedule selection: Currently, the Governing Board has an established meeting schedule to meet monthly (approximately the 3RD Thursday of every month). The precise meeting schedule for the 2014-2015 school year has yet to be established. Notwithstanding, The City of Midway will develop and post their meeting schedule as well as comply with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

5. **Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the Board to the school's leader and administration.**

The Governing Board is the ultimate policy-making body that determines the academic direction, curriculum, and operation of the school. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's faculty and staff will report directly to the principal, who reports to the Governing Board.

The School's on site administration (principal, an assistant principal and/or lead teacher) will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The faculty and secretarial staff will be responsible for assisting to carry out these procedures in daily activities and interactions with students, parents and the community.

6. Describe the governance structure of the school. Include clearly delineated responsibilities, policies, and practices needed to effectively manage the school.

The Governing Board is the ultimate policy-making body that determines the academic direction, curriculum, and operation of the school. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board.

- The school's on-site administration will consist of the principal and administrative support staff responsible for the curriculum development, working with the teaching staff, addressing student-related issues, and overseeing the parental involvement agreements.
- The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school.
- The principal, with the support of the administrative staff, will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school.
- The school's faculty will be responsible for carrying out the school's mission, instructional program, and will be involved in the implementation of school-wide policies and procedures. All staff members will be responsible for assisting to carry out the procedures in their daily activities and interactions with students, teachers, and parents of the school.

KEY ROLES AND RESPONSIBILITIES

PRINCIPAL/ADMINISTRATOR: In addition to demonstrating all of the principal's duties include but are not limited to:

- Administer, control, and supervise the instructional program of the school operations and school personnel
- Facilitate frequent communication the parents of the school community
- Encourage teachers and pupils to perform to the best of their ability
- Interpret the educational program of the school and school system to the community
- Coordinate and adapt school curricular programs and policies
- Assume responsibility for the buildings, grounds, equipment and supplies of the school; supervise the work of the custodians and maintenance staff, reporting to the governing board the conditions and needs of the school
- Keep accurate account of all money paid to the school and record the purpose for which it was paid
- Report directly to the Governing Board
- Compile and prepare all student achievement outcomes
- Develop and implement school vision and mission
- Coordinate, supervise, and conduct the evaluations of all staff
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff
- Supervise and coordinate the budgetary process
- Develop, implement, and evaluate the school improvement plan
- Oversee the School Advisory Council
- Maintain a positive and productive relationship with the Parent-Teacher Association
- Develop and supervise New Teacher programs
- Supervise all students and staff
- Supervise and coordinate school-wide programs, curricula and course options
- Supervise and coordinate student registration, scheduling, and master scheduling construction
- Oversee the grade reporting system
- Monitor substitute teachers and the class coverage process
- Coordinate and supervise the testing and assessment program
- Supervise school activities and special events and initiate fundraising activities
- Establish business partnerships and positive relationships with community leaders
- Maintain a master schedule of all school activities and events, including extracurricular trips
- Coordinate and schedule the use of facilities for all events
- Implement and enforce attendance and tardy policies and procedures for all students
- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior

ASSISTANT PRINCIPAL AND LEAD STAFF: The assistant principal and/or lead teacher will assist the principal in all the tasks detailed above as directed by the principal and assist in the daily implementation of school policies and procedures including but not limited the areas of:

- School Operations
- Curriculum (Instruction, Assessment, Staff Evaluation and Development)
- Discipline and Safety
- Student-related- issues
- Parental Communication and Involvement
- Staff Support
- Community Support
- School-wide Assessment and Accountability

TEACHERS: The instructional staff's duties and responsibilities are as follows:

DEMONSTRATE PROFICIENCY

- Demonstrate mastery of all state competencies
- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21st century at the professional and eventually the accomplished level
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios
- Maintain student portfolios

DEMONSTRATE INITIATIVE

- Demonstrate consistent attendance
- Demonstrate efficiency
- Demonstrate punctuality
- Initiate opportunities for professional development
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs
- Provide supplemental instruction

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- Attend workshops and conferences
- Demonstrate oral proficiency
- Demonstrate written proficiency
- Pursue further education and supplemental credentials

SERVE AS ROLE MODELS FOR STUDENTS

- Maintaining and promoting a safe learning environment and administer student surveys twice yearly
- Promote problem-solving skills and character education
- Promote and enforce Code of Excellence

ADVISE PARENTS

- Document parent phone calls, conversations, and conferences
- Work as partners to create behavior modification plans and create

- Pupil Progression Plans for students
- Keep parents updated through interim reports, report cards, phone calls, and notes home
- Maintain flexibility and frequent contact with parents about student progress and school events

DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- Continually assess students' development (psychological and academic) through clearly defined rubrics
- Establish, maintain, assess, and (if needed) modify individual student progression plans
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- Attend parent/teacher meetings and conferences
- Plan and participate in special events

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS

- Take initiative to implement projects, programs, and/or compensate for shortcomings within your classroom and/or the school environment
- Exhibit congeniality among co-workers, students, and parents
- Be flexible - always have a back-up plan

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- Complete and maintain accident reports
- Consistently maintain portfolios
- Supervise student recreation
- Complete, distribute, and maintain files of all behavior and homework referrals as required
- Complete and maintain files of all report cards, interim reports, and county test records
- Maintain up-to-date lesson plans within the guidelines of the curriculum
- Follow safety requirements regarding aisles, doorways, fire alarms, and fire extinguishers at all times
- Participate in monthly fire and tornado drills
- Keep dangerous objects and toxic substances (ammonias, medicines, etc.) out of the reach of children at all times
- Follow appropriate medication guidelines for all students (never to give Tylenol, cough drops, or any prescription medications without the written consent of the parent and administrator and accompanied by the appropriate medical forms).

7. **Will the school elect to be a public or private employer? If the school seeks to participate in the Florida Retirement System, detail the process leading to such participation.**

The School will be a public employer, and will participate in the Florida Retirement System. Teacher salaries will be comparable to those outlined in the teacher salary schedule implemented by the local public school district as illustrated in the attached Staffing Plan.

8. Explain the school's plan for recruitment, selection, development and evaluation of staff.

Recruitment of Staff:

Emphasizing the philosophy that all staff members share in the responsibility of advancing the School's mission, The School will ensure that faculty members are highly-qualified and match the learning needs of its' students. Accordingly, the School will:

- Recruit teachers through the State-sponsored, Department of Education, Teach in Florida website,
- Coordinate efforts partner with postsecondary educational institutions to serve as host school for interns whenever possible, and
- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that we serve.

Selection of Staff:

The School will look for candidates who demonstrate the following qualifications:

Administration

- Educational background: Master's Degree or higher
- Extensive administrative and teaching experience
- State of Florida Certification in Educational Leadership
- Vast experience in working with school or advisory educational boards
- Strong managerial capabilities
- Knowledge of the needs of the student population served by the School
- Positive evaluations from previous administrative position
- Letters of recommendation
- Excellent communication skills

Faculty/Staff

- Educational background: Bachelor's Degree or higher in field
- State Certification for the required position
- Excellent presentation and interpersonal skills
- Satisfactory recommendation and/or evaluations from previous employer
- Personal characteristics, knowledge, and belief in the school's mission
- An ability and motivation to work as part of a team in a small-school setting with parental involvement
- References/Letters of Recommendation

The Governing Board will appoint a school-site screening committee to interview and recommend the hiring of all other employees. The screening process is as follows:

<p>The School Governing Board:</p>	<p>Appoints a school site screening committee;</p>	<p>Develops partnerships with universities to attain qualified, certified teachers; and</p>	<p>Interviews and Recommends the School Principal.</p>
<p>The Screening Committee is comprised of School Principal, City Manager, and staff:</p>	<p>Posts positions on <i>Teach in Florida</i>, Florida’s official teacher recruitment website, sponsored by the Florida Department of Education</p> <p>Develops an interview questionnaire for specific positions and conducts initial screening interviews</p>	<p>Verifies credentials of interviewees (proper documentation, certifications, and background checks are conducted)</p>	<p>Makes official recommendations to the City Council.</p>
<p>The Principal:</p>	<p>Reviews applicants for interviews;</p>		

Evaluating Staff:

A performance appraisal system will be established to validate teacher competence in accordance with Florida Statutes and as specified in the Educator Accomplished Practices (prepared by the Florida Education Standards Commission). The twelve Florida Educator Accomplished Practices comprise the knowledge, skills and abilities needed by all teachers to effectively support high student achievement. Research-based, these essential educator practices include:

- a. Assessment
- b. Communication
- c. Continuous improvement
- d. Critical thinking
- e. Diversity
- f. Ethics
- g. Human Development & Learning
- h. Knowledge of Subject Matter
- i. Learning Environments
- j. Planning
- k. Role of the Teacher
- l. Technology

Because every effective teacher must be able to integrate and apply all of the skills involved in the aforementioned areas of professional practice, competent demonstration of each of the twelve Educator Accomplished Practices will be evaluated. Formal teacher observations will be conducted at least four times a year for new teachers and bi-annually for experienced teachers. Additional appraisals may be effected, as needed, to address areas of concern and/or to inform completion of plans that may include specific strategies, resources, and timelines for improvement deficiencies.

The CWT (Classroom Walk Through) program will be used frequently to provide feedback on objective-setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies, (as evidenced in Bloom's Taxonomy) and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction. Finally, The School will incorporate the Florida Department of Education's newly initiated Merit Pay Plan for teachers, based on student performance, as it relates to learning gains, on the Common Core Standards.

Other support staff, such as clerical staff and teacher assistants will also receive feedback on their performance via in-house assessment tools and individual conferences with the principal or his/her designee. School staff performance will be continually improved through a number of strategies. Performance evaluations will be completed by the Principal, or his/her designee, and will serve as the basis for continuing employment contracts.

Retaining Qualified Staff: Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that the School will amply demonstrate their commitment to employees by responding effectively to employee concerns.

In addition to the employee programs prescribed by law, (such as Social Security, workers' compensation, and unemployment insurance) the school will provide a wide range of benefits to ensure the retaining of qualified and capable staff. These include:

- **Employee Benefits**
 - a. Health Insurance
 - b. Vision Care Insurance
 - c. Dental Insurance
 - d. Life Insurance
 - e. Retirement/401(k) Savings Plan
 - f. Long-Term Disability
 - g. Family Medical Leave
 - h. Financial Counseling
 - i. Bereavement Leave
 - j. Sick Leave
 - k. Paid Holidays
 - l. Jury Duty Leave
 - m. Theme Park Discounts
 - n. Credit Union
 - o. Direct Deposit
 - p. Collective Bargaining

- **Educational Assistance/Tuition Reimbursement.** The School recognizes that the skills and knowledge of its employees are critical to the success of the institution. The educational assistance program encourages personal development through formal education so that employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs within the School.
- **Employee Assistance Program:** The School cares about the health and well-being of its employees and recognizes that a variety of personal problems can disrupt their personal and work lives. While many employees solve their problems either on their own or with the help of family and friends, sometimes employees need professional assistance and advice. Through the Employee Assistance Program (EAP), the school will provide confidential access to professional counseling services.
- **Flexible Spending Account (FSA):** A Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses. The pre-tax contributions made to the FSA can be used to pay for predictable non-reimbursed health care expenses and dependent care expenses during the plan year. Through the FSA program, staff can reduce taxable income without reducing real income, in order to keep more of the money they earn.
- **Professional Development:** In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits through the Teacher Education Center (TEC), and offering trainings.
- **Support for Beginning and Struggling Teachers:** Observation of new and struggling teachers by veteran teachers may be conducted and support strategies will be implemented as applicable. The NESS (New Educator Support System) format will also be utilized as a means to offer support to beginning teachers, through the assignation of a willing mentor, who will be assigned for struggling and/or beginning teachers

D. Parent and Community Support and Partnership:

1. Describe how the school will involve parents in its operations.

- Input, comment, and/or participation in the school's operations or governance
- Lines of communication between the school's governing board or management team and parents
- Methods for handling disputes between parents and the school

2. Describe any community partnerships

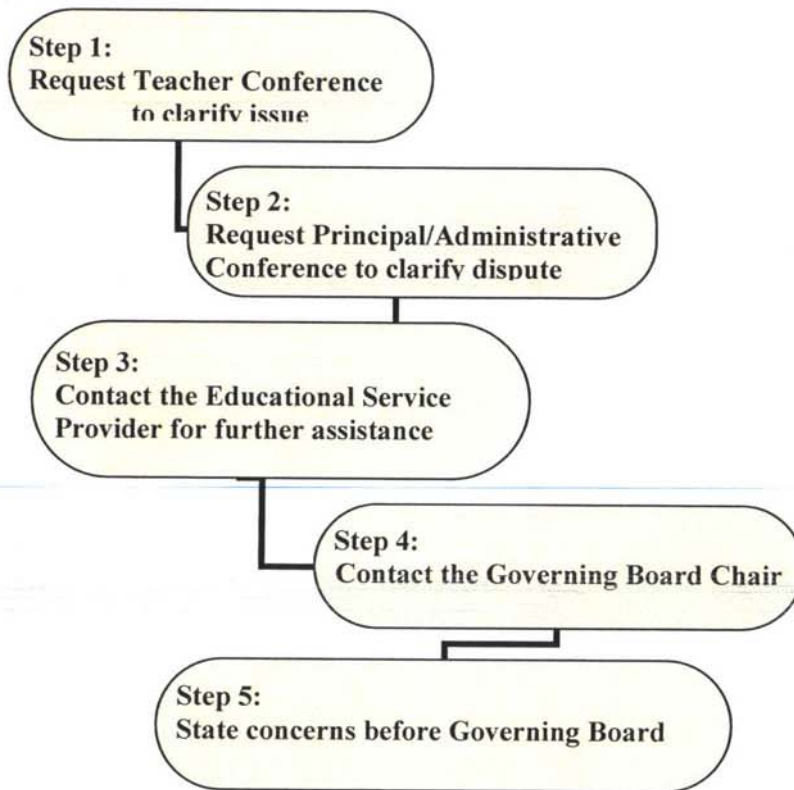
Parents and community members will have extensive opportunities for involvement in aspects of school operations. Parental and community involvement in school matters is a fundamental and required part

of the philosophy and operation of the School.

The school will ensure that parents, teachers, and other community members are actively engaged in the design and implementation of the school. Examples of areas where parents and community members will be involved are listed below.

- Educational Excellence School Advisory Council (EESAC)-comprised of school personnel, parents, students, local business, and community members. This council meets monthly to discuss significant issues concerning the school (needs for materials, budget, curriculum plan, pupil progression, etc.).
- Quarterly Parent/Teacher Conferences – are hosted in the evenings at the school for parents to discuss topics that affect their children’s educational progress.
- Open houses, Career Fairs, Family Picnic - events are held yearly to maintain communication and active involvement between the school and the surrounding community.
- School Website, Monthly Newsletters, and Event Calendars – updated monthly to disseminate information and maintain open lines of communication in the community.
- Parental Service Contracts – parents are expected to volunteer a minimum of 30 hours with their child’s teacher and/or be involved in school activities.
- PTA – Parent Teacher Association coordinates extra-curricular events involving the community.
- Parents and Community Members - serve as a voting members of the Governing Board

Method for resolving disputes between parents and the school:



Parents in dispute with the School will be able to handle their issues in the following order:

- a. Make appointment to clarify issue with student's teacher;
- b. Make appointment to clarify issue with school administration
- c. Contact the identified person at the management company
- d. Contact the Chairman of the Governing Board
- e. State concerns at a scheduled Governing Board meeting
- f. Seek mediation with the Sponsor

Parents will be informed, in oral and written communication, of the steps that should be taken in case a conflict should arise. Written communication will be mailed to each parent that delineates the steps, and provides phone numbers for each contact person.

E. Length of Contract and Implementation Timetable:

1. State the length of the proposed initial charter term. If the applicant is eligible for and requests an initial charter term exceeding 5-years, outline the reasons supporting that request. Technically, the charter may be terminated before that period, as described in the charter school requirements in Florida Statute 1002.33. In any case, the charter school is subject to an annual review of academic progress and fiscal management.

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is requesting a five (5) year contract term to operate the proposed school. The term would begin August 2014 and terminate June 30, 2019, unless extended for additional years. The school is requesting a five-year initial charter period because it will need to secure long term financing to develop and equip the state-of-the-art facility. The School will be subject to annual review and may be terminated before that period, as described in Subsection (8) of the Florida's Charter School Statute.

2. Present a timetable for implementing the charter which addresses the implementation of each element thereof and the date by which the charter shall be awarded in order to meet this timetable.

July 24, 2012:	Submission of charter school application proposal to GCPS
December 2012:	Approval of application Identification of potential facility
January/February 2013:	Contract negotiations
March 2013:	Approval of contract Negotiation of Facility lease, design/construction
April to June 2014:	Marketing/Recruiting Selection and Hiring of staff Initial student registration period
May 31, 2014:	Students who have registered will be officially enrolled. If number of applicants exceeds capacity, lottery will be conducted.
June 15 to August 1, 2014:	Second Registration Period Begins. If number of applicants exceeds capacity, lottery will be conducted.
April to August 2014:	Staff planning, purchasing, preparation of facilities.
On or before August 1, 2014:	Teacher fingerprinting, drug-testing, and background checks completed.

August 2014: Classes commence

F. Evidence of Support:

1. The City of Midway though many meeting with the community and the school board representatives have 100% supported this process.

III. FACILITIES AND FINANCES

A. Facilities:

1. **Describe the facilities to be used and their location, or alternatively, describe your present options for a school building.**

The proposed site for the MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will be located within the City of Midway's (physical address to be disclosed later).

1. **Demonstrate how this site would be a suitable facility for the proposed school including any plans to renovate and bring facility into compliance with all applicable local building codes.**

The Governing Board will ensure that the charter school facility complies with the Florida Building Code, pursuant to chapter 553, and the Florida Fire Prevention Code, pursuant to chapter 633.

Security measures will be established to ensure the safety and security of students and staff. Access to the building will be limited, and a plan developed to minimize the risk of violent or disruptive behavior. Escape routes will be posted throughout the building in case of a fire or other emergency that requires the evacuation of the building. The school will form a Critical Incident Response Team, consisting of school administrators, teachers, and teacher assistants.

2. **If applicable, discuss any progress, partnership developments, or other future steps towards acquisition of a school building.**

The City of Midway plans to acquire facilities for the School by securing governmental grants, fundraising, municipal loans and In-kind donations.

3. **Describe financing plans for facilities, if applicable. Important Policy Item: Contracts will not be awarded and existing contracts will not continue unless the charter school has secured a facility for the entire school year (Executive Limitation-15)**

The School will be financing its facilities throughout the entire term of the initial charter school contract. The School may conduct fundraising activities to generate capital and to supplement the per pupil allocations. Fundraising activities will include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, and a School Fair. The School may also apply for grants from national, state, and local foundations, as well as other sources for education grants, including the Charter School Implementation Grants. Specific grant sources will be determined, based on appropriateness and feasibility, by the School administration and Governing Board.

B. Finances:**1. Describe the financial management and internal accounting procedures of the school.**

The School shall establish financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor and ensure that such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

For receivables: All cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts logs. Disbursements will be made only to authorized and approved vendors. Disbursement voucher packages are prepared at the School site and authorized by the School Principal.

For Disbursements: vouchers are submitted to the City of Midway with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the City Manager. All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Specified checks & checks over a certain amount will require City Manager approval. Authorized signatures on checks are limited to those that coincide with the City of Midway Accounting Policy and Procedures.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Governing Board of the School including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles.

The school will provide the Governing Board of the School with annual audited financial reports for the year ending June 30th of each year. These reports will include a complete set of financial statements and notes to be prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object.

2. Present a budget for start-up expenses covering only the planning and capital expenses necessary before school opening.

The School will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the Governing Board of the School. The projections for the start-up period are as follows:

Advertising/Recruitment Costs	\$ 5,000
Computer and Printer	\$ 1,500
Materials and Supplies	\$ 1,000
Administrative Personnel Costs (April - June 2013)	\$17,500
Total	\$25,000

3. As required by F.S. 1002.33 and school board policy, present an operating budget for the length of the proposed contract covering all projected sources of revenue (both public and private), and planned expenditures. As it pertains to the budget, it is required that the applicant submit a detailed and realistic financial plan and analysis. This shall include the following:

- (i) A sensitivity analysis and financial plan for the first year based on enrollment of 50 percent, 75 percent, and 100 percent of capacity, with contingency plans for reduced enrollment. Documentation commitment included therein of all revenue referred to in the budget.
- (ii) Five percent of the operating and five percent of the capital budget in a contingency fund.
- (iii) Cash flow projections for the first year displayed month by month and a plan to fund any cash flow shortfalls.
- (iv) Contingency plans to replace any loss of state funds for both operating and capital expenditures (School Board Executive Limitation-15).

4. Explain the school's spending priorities.

The school's spending priorities are focused on providing the best educational environment for all students. Expenditures are directed first and foremost to ensure a safe learning environment and to provide a certified teaching staff and qualified administrative team.

5. Do you plan to conduct any fund-raising efforts to generate capital or to supplement the pupil allocations? If so, briefly explain.

The School may conduct fundraising activities to generate capital and to supplement the per pupil allocations. Fundraising activities will include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, and a School Fair. The School may also apply for grants from national, state, and local foundations, as well as other sources for education grants, including the Charter School Implementation Grants. Specific grant sources will be determined, based on appropriateness and feasibility, by the School administration and Governing Board.

6. Explain the manner in which the school will be insured, including liability insurance.

The School will provide the following types of insurance and identification coverage*:

- a. **Automobile Liability:** Minimum of \$1,000,000 per occurrence / \$3,000,000 annual aggregate
- b. **School Leader's Errors & Omissions:** Minimum of \$1,000,000 per claim/annual aggregate / maximum deductible of \$25,000 per claim
- c. **Fidelity Bonds (or Crime):** \$1,000,000 for each person performing the duties of chief administrative officer, chief executive officer, chief financial officer, president, headmaster, principal or director of the school and \$1,000,000 for each member of the school's governing body and each person employed by the School or its governing body who have authority to make purchases or contract for services exceeding \$6,000
- d. **Fire, Property, & Casualty:** The school agrees to obtain and maintain insurance coverage for its own buildings and contents
- e. **Comprehensive General Liability, Bodily Injury, Property Damage & Personal Injury:** Minimum of \$1,000,000 per occurrence / \$3,000,000 annual aggregate (except with respect to coverage for property damage liability coverage shall be on a first dollar basis without any application of deductible or self insured retention / maximum deductible of \$1,000 per occurrence
- f. **Worker's Compensation & Employer's Liability:** No Maximum limit under Part 1 & Minimum under Part 2 shall be: \$500,000 EL Each Accident, \$500,000 EL Disease Policy, EL Disease - Each Employee

*The above figures are minimums budgeted. Larger amounts can be provided if the Sponsor deems it necessary. The insurance company or companies that provide insurance coverage will have a Best's rating of "A" or better and financial size category of "VII" or better, according to A.M. Best Company

7. **A revenue estimate must be obtained from the Florida Department of Education. Please attach the Florida Education Finance Program Projected Revenue form to the application. This projection is provided to charter applicants from the Florida Department of Education. The contact number for the FTE/Budget office is (850) 488-5142.**

C. Financial Management and Oversight

1. **Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.**

The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. The School Principal and the City Manager will be responsible for the preparation and reporting of the school's finances.

The School Principal and the City Manager will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The Board will review and approve a preliminary annual budget prior to the beginning of each fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures

based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal and City Manager will manage the day to day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the City Manager and Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

2. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances and projected enrollment trends.

The School shall establish financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor and ensure that such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

For receivables: All cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts logs. Disbursements will be made only to authorized and approved vendors. Disbursement voucher packages are prepared at the School site and authorized by the School Principal.

For Disbursements: vouchers are submitted to the City of Midway with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the City Manager. All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Specified checks & checks over a certain amount will require City Manager approval. Authorized signatures on checks are limited to those that coincide with the City of Midway Accounting Policy and Procedures.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Governing Board of the School including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. The school will provide the Governing Board of the School with annual audited financial reports for the year ending June 30th of each year. These reports will include a complete set of financial statements and notes to be prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object.

3. **Describe the method by which accounting records will be maintained.**

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

4. **Describe how the school will store student and financial records.**

The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed. Inasmuch as is practicable, permanent or archival records will be kept in fireproof and waterproof safes, vaults or rooms fitted with noncombustible materials and in such arrangement as to be easily accessible for convenient use.

5. **Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance and director's and officer's liability coverage.**

The School will provide the following types of insurance and identification coverage*:

- a. **Automobile Liability:** Minimum of \$1,000,000 per occurrence / \$3,000,000 annual aggregate
- b. **School Leader's Errors & Omissions:** Minimum of \$1,000,000 per claim/annual aggregate / maximum deductible of \$25,000 per claim
- c. **Fidelity Bonds (or Crime):** \$1,000,000 for each person performing the duties of chief administrative officer, chief executive officer, chief financial officer, president, headmaster, principal or director of the school and \$1,000,000 for each member of the school's governing body and each person employed by the SCHOOL or its governing body who have authority to make purchases or contract for services exceeding \$6,000
- d. **Fire, Property, & Casualty:** The school agrees to obtain and maintain insurance coverage for its own buildings and contents
- e. **Comprehensive General Liability, Bodily Injury, Property Damage & Personal Injury:** Minimum of \$1,000,000 per occurrence / \$3,000,000 annual aggregate (except with respect to coverage for property damage liability coverage shall be on a first dollar basis without any application of deductible or self insured retention / maximum deductible of \$1,000 per occurrence.
- f. **Worker's Compensation & Employer's Liability:** No Maximum limit under Part 1 & Minimum under Part 2 shall be: \$500,000 EL Each Accident, \$500,000 EL Disease Policy, EL Disease - Each Employee

*The above figures are minimums budgeted. Larger amounts can be provided if the Sponsor deems it necessary. The insurance company or companies that provide insurance coverage will have a Best's rating of "A" or better and financial size category of "VII" or better, according to A.M. Best Company

D. Recruiting and Marketing Plan:

1. **Demonstrate how you will publicize the school to attract a sufficient pool of applicants.**

The promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. By publicizing the availability of the school throughout the county, the school's demographic composition should mirror that of the local community. The school will provide copies of its promotional materials and announcements in English, and Spanish to local community organizations to make sure that "harder-to-reach," families (e.g. single-parent families, low socio-economic households, etc.) are aware of the school and their eligibility to apply for enrollment.

The School will conduct general information meetings that will be open to the public and announced through public service announcements. The School will post flyers in local public facilities such as the post office, community centers, and other locations of public access, in order to reach these parents to inform them of the educational opportunity available for their children. The School may also prepare a public service announcement in dual languages for broadcast on local radio and a press release for dissemination to all the major print media in the county so that the general public can be made aware of the enrollment period and location of the school.

2. **What steps will be taken to reach students representative of the racial and socio-economic diversity in the community, including typically "harder to reach" families?**

As stated above, the promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. By publicizing the availability of the school throughout the county, the school's demographic composition should mirror that of the local community. The school will provide copies of its promotional materials and announcements in English, and Spanish to local community organizations to make sure that "harder-to-reach," families (e.g. single-parent families, low socio-economic households, etc.) are aware of the school and their eligibility to apply for enrollment.

Pupils will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. Due to the diverse racial and ethnic mix of county, the school expects to achieve diversity reflective of the community it serves. The promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. By publicizing the availability of the school throughout the county, the racial/ethnic balance of the School should be equivalent to that existing in other area public schools currently serving the community.

E. Risk Management:

1. **Describe procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses.**

The school will develop a Comprehensive Security Plan to ensure the safety and well-being of all students and staff and to reduce the impact of losses. Throughout the year all work site administrators must understand their role in preventing loss, as well as in establishing and proving losses sustained at their respective sites.

2. Discuss plans to ensure the safety and security of students and staff.

Security measures will be established to ensure the safety and security of students and staff. Access to the building will be limited. In addition to the School Code of Excellence, a plan will be developed to minimize the risk of violent or disruptive behavior as. Escape routes will be posted throughout the building in case of a fire or other emergency that requires the evacuation of the building. The School will form a Critical Incident Response Team, consisting of school administrators, teachers, and teacher assistants to ensure the safety of all students and staff.

The educational facility will comply with the Florida Building Code pursuant to chapter 553 and the Florida Fire Prevention Code, pursuant to s. [633.025](#), as adopted by the authority in whose jurisdiction the facility is located. Evacuation routes will be posted by the School in every classroom and throughout the building for fire safety precautions or other emergencies. A facility security plan will be established by the School in order to control access to the building and maintain a safe environment for students and staff

3. Describe your proposed school's insurance coverage plans, including applicable health, worker's compensation, general liability, property insurance and director's and officers' liability coverage.

The School will provide the following types of insurance and identification coverage*:

- a. **Automobile Liability:** Minimum of \$1,000,000 per occurrence / \$3,000,000 annual aggregate
- b. **School Leader's Errors & Omissions:** Minimum of \$1,000,000 per claim/annual aggregate / maximum deductible of \$25,000 per claim
- c. **Fidelity Bonds (or Crime):** \$1,000,000 for each person performing the duties of chief administrative officer, chief executive officer, chief financial officer, president, headmaster, principal or director of the school and \$1,000,000 for each member of the school's governing body and each person employed by the SCHOOL or its governing body who have authority to make purchases or contract for services exceeding \$6,000
- d. **Fire, Property, & Casualty:** The school agrees to obtain and maintain insurance coverage for its own buildings and contents
- e. **Comprehensive General Liability, Bodily Injury, Property Damage & Personal Injury:** Minimum of \$1,000,000 per occurrence / \$3,000,000 annual aggregate (except with respect to coverage for property damage liability coverage shall be on a first dollar basis without any application of deductible or self insured retention / maximum deductible of \$1,000 per occurrence
- f. **Worker's Compensation & Employer's Liability:** No Maximum limit under Part 1 & Minimum under Part 2 shall be: \$500,000 EL Each Accident, \$500,000 EL Disease Policy, EL Disease - Each Employee

*The above figures are minimums budgeted. Larger amounts can be provided if the Sponsor deems it necessary The insurance company or companies that provide insurance coverage will have a Best's rating of "A" or better and financial size category of "VII" or better, according to A.M. Best Company

4. **Detail emergency plans to be used for fires, hurricanes, tornadoes, and child safety issues.**

In cooperation with local law enforcement and fire personnel the School will develop a Comprehensive Emergency Plan detailing procedures to be followed in the case of a fire, hurricane, tornado and other child safety issues. All school personnel will be trained in procedures and faculty and staff will run drills to ensure the plans are carried out smoothly.

IV. OPERATIONS

A. Admissions and Registration Plan:

1. **Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.**

The promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. By publicizing the availability of the school throughout the county, the school's demographic composition should mirror that of the local community. The school will provide copies of its promotional materials and announcements in English, and Spanish to local community organizations to make sure that "harder-to-reach," families (e.g. single-parent families, low socio-economic households, etc.) are aware of the school and their eligibility to apply for enrollment.

The School will conduct general information meetings that will be open to the public and announced through public service announcements. The School will post flyers in local public facilities such as the post office, community centers, and other locations of public access, in order to reach these parents to inform them of the educational opportunity available for their children. The School may also prepare a public service announcement in dual languages for broadcast on local radio and a press release for dissemination to all the major print media in the county so that the general public can be made aware of the enrollment period and location of the school.

2. **Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of the district.**

Pupils will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. Due to the diverse racial and ethnic mix of county, the school expects to achieve diversity reflective of the community it serves. The promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. By publicizing the availability of the school throughout the county, the racial/ethnic balance of the School should be equivalent to that existing in other area public schools currently serving the community.

3. Describe the school's enrollment policies and procedures. Include an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

The school will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the school's accounting firm in conformity with Florida's Charter School Legislation. All students thereafter will be assigned a waiting list number should student seats become available or capacity increases.

Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered for enrollment, unless the number of applications exceeds the capacity of the program, class, grade level, or building.

To serve the needs and convenience of the neighborhood workplaces, MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE intends to establish a charter school-in-the-municipality as provided for in Florida's Charter School Legislation **1002.33(15)(b)**, and will provide enrollment priority to the following student populations:

- Students that are residents in the City of Midway, Florida;
- Students that are children of an employee of the City of Midway;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools which has been approved by the sponsor;
- Students that are the sibling of a student enrolled in the charter school;
- Students that are the child of an employee of the charter school;
- Students that are the child of a member of the Governing Board; and,
- To minimize any traffic impact caused by the School and ensure that the School is available to serve the residents of the neighborhood where the School is located, the board of the charter School may elect to limit the enrollment process to target students residing within a reasonable distance of the School as provided under FL. Stat. **1002.33 (10) (4) (e)**.

Any premature vacancies will be filled in the same way described above.

If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

Enrollment Timeline:

February-March 2014:	Initial student registration period begins
March 31, 2014	Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, wait listing will be conducted. Parents will be notified of child's acceptance to the school.
April 1- June 30, 2014	Second registration period begins. If number of applicants exceeds capacity, wait listing will be conducted. Parents of students enrolled during second registration period will be notified of their child's acceptance to the school.
July 15, 2014	Capacity, wait listing will be conducted.

4. **Explain any student and/or family contracts that will be used as a prerequisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.**

A sample **Parent Contract** is included herein (see **Exhibit A**) and will be implemented as a major initiative of the School and parents willingly agree to the required 30 hours of service as an investment in the child's education and the School provides various options to complete such obligation. Through the contract, parents and students agree, as members of the School's family, to abide by all of the school rules and regulations, and specifically, the parent contract stipulates various items that will be utilized in support of the child's education, providing certain means for ensuring their success. For example, the parent contract dictates:

- The School's Student Code of Excellence acknowledges subsequent receipt of same at time of registration.
- The School's attendance policy that speaks to withholding of credit due to absences, excusing absences, the tardy policy and authority for signing students out from school, and consequences e.g. detention, etc.
- The school's uniform policy and acknowledgement of parent/student handbook receipt at time of registration.
- The minimum Grade Point Average (GPA) of 2.0 to: graduate from high school in the State of Florida; participate in sports and activities; and subsequent development and responsibility to aspects of a Progress Monitoring Plan (PMP) if GPA is not maintained.
- An acceptance of the 30 hours of parental volunteerism prior to the last day of school
- Breach of the parental contract, may result in the child's losing preferential re-enrollment status at the school for the following school year, meaning they may not automatically articulate to the next grade level without reapplying for open enrollment.

5. **Describe the admissions procedures and dismissal procedures you will use.**

The School will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the school's accounting firm in conformity with Florida's Charter School Legislation. All students on the wait list will be assigned a waiting list number should student seats become available or capacity increases.

Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered for enrollment, unless the number of applications exceeds the capacity of the program, class, grade level, or building.

To serve the needs and convenience of the neighborhood workplaces, MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE intends to establish a charter school-in-the-workplace as provided for in Florida's Charter School Legislation **1002.33(15)(b)**, and will provide enrollment priority to the following student populations:

- Students that are residents in the City of Midway, Florida;
- Students that are children of an employee of the City of Midway;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools which has been approved by the sponsor;

- Students that are the sibling of a student enrolled in the charter school;
- Students that are the child of an employee of the charter school;
- Students that are the child of a member of the Governing Board; and,
- To minimize any traffic impact caused by the School and ensure that the School is available to serve the residents of the neighborhood where the School is located, the board of the charter School may elect to limit the enrollment process to target students residing within a reasonable distance of the School as provided under FL. Stat. **1002.33 (10) (4) (e)**.

Dismissal

Students may withdraw from the School at any time and enroll in another public school as determined by policy set by the School Board Gadsden County, Florida. The School will implement the Dismissal Procedures of Gadsden County.

B. Human Resource Information:

1. **Describe the standards to be used in the hiring process of teachers, administrators and other school staff and how you will ensure that teachers and administrators are appropriately certified?**

The Governing Board will be responsible for recruiting, interviewing and selecting the school's leader. The Board will look for highly qualified candidates who possess the certification, instructional, operational, and school leadership experience needed to properly carry out the roles and responsibilities detailed above. The board will use Florida Principal Leadership Standards in the selection of as "high-performing" school leader. Accordingly, the school leader will demonstrate the experience and /or ability to:

- Manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.
- Monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.
- Plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.
- Plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.
- Recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.
- Ability to act with integrity, fairness, and honesty in an ethical manner.
- Carry out the vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.
- Collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

- Understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

The principal will be evaluated by the Board of Directors using a board-created evaluation system incorporating Florida Principal Competencies:

- a. Commitment to Vision and Mission
- b. Proactive Orientation
- c. Managing Interaction
- d. Tactical Adaptability
- e. Concept Formation
- f. Conceptual Flexibility
- g. Organizational Ability and Sensitivity
- h. Delegation
- i. Self-Presentation
- j. Written Communication
- k. Achievement and Developmental Orientation
- l. Management Control
- m. Budget Oversight and Development
- n. Information Search and Analysis
- o. Interpersonal Sensitivity.

Other data included in this evaluation will be parent participation, CCSS and AYP reports, Professionalism and Attendance statistics, and parent, student and staff climate surveys.

2. Describe your human resource policies governing: salaries, contracts, hiring and dismissal, and benefit packages.

The School will be public employer, and will participate in the Florida Retirement System. Teacher salaries will be comparable to those outlined in the teacher salary schedule implemented by the local public school district in the county where the school is physically located.

Full time, salaried employees will be entitled to Health Insurance. For employee insurance and benefits selection, the Governing Board has authorized that employees uses agents contracting with the City of Midway.

All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the school may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be "highly qualified" to teach in the school. The definition of a highly qualified teacher includes meeting at least the following three criteria:

- a. Having a bachelor's degree
- b. Having State credentials or certificate
- c. Demonstrated core academic subject matter competence

The rules set forth below are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. Obviously, however, such listing cannot identify every situation of unacceptable conduct and performance. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

Conditions of Hire

All employees will be hired and may be terminated at any time in accordance with the City Charter and the School's termination provisions.

Outside Employment

All employees will be hired and may be terminated at any time, all employees are prohibited from working with GCPS and MASAE at the same time and any other conditions in accordance with the City Charter.

Voluntary Termination

The school will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school.
- Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination

The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the State of Florida and the United States of America. The school assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the school's rules of conduct for employees.

Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

Job Performance

Employees may be disciplined/discharged for poor job performance, including but not limited to, the following:

- Below-average work quality or quantity
- Poor attitude or lack of cooperation
- Excess absenteeism, tardiness, or abuse of break or lunch privileges

- Failure to follow instructions or procedures
- Failure to follow established safety/security procedures

Misconduct

Employees may be disciplined or discharged for misconduct, including but not limited to the following:

Insubordination

- Dishonesty
- Theft
- Discourtesy (to students, parents, peers, supervisors, etc.)
- Misusing or destroying school property or the property of another
- Disclosing or using confidential or proprietary information without authorization
- Falsifying or altering school records, including the application for employment
- Interfering with the work performance of others
- Harassing other employees or students
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students.
- Possessing a firearm or other dangerous weapon on school property or while conducting school business
- Conduct which raises a threat to the safety and well being of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job
- Failing to report to the school, within five days, any charge or conviction under any criminal, drug, state or felony arrests

The School may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the School deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

3. **Describe how the qualifications of the teachers will be described to parents considering the charter school for their children, as required in the Florida Statute 228.056.**

The school agrees to disclose to the parents the qualifications of its teachers by providing parents with short, written biographies on each full-time teacher. These biographies will include the colleges they attended, the degrees they hold, certificates or special competencies, years of experience, philosophy of education, and any other relevant information. A pamphlet with all the information will be published and attached to each student application. Pamphlets will also be available in the main office.

4. **What is the targeted staff size, staffing plan, and projected student-to-teacher ratio?**

The staffing plan will be implemented each year of the charter term. Salaries will be comparable to those outlined in the teacher salary schedule implemented by Gadsden County Public Schools.

Certified and/or Highly Qualified Faculty will be hired in accordance with State and Federal mandates and in compliance with the Class Size Reduction Act, as it applies to Charter Schools.

The plan will be adjusted in accordance with actual student enrollment figures. Recruitment and staffing for each year of the charter term will be determined according to the projected student enrollment as detailed in the School's budget in accordance with the Class Size Reduction Act and will be adapted accordingly to meet the future needs of the School. Other instructional staff may be included if the School decides to hire additional staff for special areas (e.g. media specialist, reading coaches, etc.).

The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening.

The projected student-to-teacher ratio shall be consistent with those required by the Class Size Reduction Act, as applied to charter schools. The school's staffing plan correlates with enrollment projections and is designed to employ sufficient personnel to ensure that the student to teacher ratio is as follows:

- The maximum number of students assigned to each teacher who is teaching core-curricula courses in classrooms for Pre-Kindergarten through grade 3 will not exceed 18 students.
- The maximum number of students assigned to each teacher who is teaching core-curricula courses in classrooms for grades 4 through 5 will not exceed 22 students.

C. Transportation:

- 1. Discuss the plans for transporting students to and from school. What arrangements, if any, will be made with the local school district, private providers, or with parents?**

Pursuant to Florida's Charter School Legislation and consistent with the requirements of Chapter 1006, the School will ensure that transportation is not a barrier to equal access within a reasonable distance of the school, as required by law. The School will contract with the parents of the students for them to provide transportation for their children. That requirement shall be part of the school's parental involvement obligation and shall be included in the parents' contract with the school so that parents receive volunteer credit hours for the time and effort they invest transporting their children to and from school.

If the parent/guardian advises the school that there is a hardship, and he or she is unable to provide the transportation, the School will provide transportation within the defined reasonable distance*. The School will cooperate with the City of Midway in determining "reasonable distance" in a manner commensurate with "reasonable distance" determinations for the City of Midway's other public schools. Reasonable distance has been defined as a two to four mile radius from the School.

The School may contract with specialized approved carriers to provide specialized transportation for ESE students based on their particular student needs.

2. **Charter schools are responsible for providing transportation for students residing within a "reasonable distance" of the charter school. How has that reasonable distance been defined in your charter transportation plan? What factors helped form the basis for this distance determination?**

*The School will use a two-mile minimum and a four-mile maximum radius as defining what a reasonable distance is to the school. This is comparable to the criteria implemented by the local school district.

3. **Describe the policies that will help ensure that transportation is not a barrier to equal access for all students.**

The School will make arrangements to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the School, as provided in the Florida's Charter School Legislation. The School will also contract private carriers to provide specialized transportation for students with disabilities, based on their particular need, as specified in the child's IEP.

4. **Describe how the GCPS desegregation plan has been taken into account in the transportation plan.**

The School will contract with the parents of the students for them to provide transportation for their children. That requirement shall be part of the school's parental involvement obligation and shall be included in the parents' contract with the school so that parents receive volunteer credit hours for the time and effort they invest transporting their children to and from school.

All children will have equally opportunity to attend the school.

D. Food Service

1. **Discuss the plans for providing meals to students at school?**

The School may operate or contract for a food services program. The Principal shall develop and implement procedures as necessary to operate or contract for such services, which meet all state and federal regulations. School food service programs must meet all sanitary regulations recommended by the State Department of Health for food-handling establishments and the respective county or federal inspection agency. Cleanliness and sanitation should be an integral part of food production, and shall receive the proper emphasis to ensure that standards are high. This will assure the students good food that is clean, nutritious, and of high quality.

E. Additional Board Governance Policy

All charter school proposals also will be evaluated for the impact of the proposed charter on our students and communities. As the board evaluates these applications, at a minimum it will take the following additional criteria into consideration:

- The positive and negative effects of the charter school on existing public schools - both charter and non-charter.

- Whether the financing mechanism for the facility is prudent and has safeguards to protect public money should unforeseen circumstances arise?

- The school board expects charter school founders to follow the same guidelines for naming their schools as the Gadsden County School Board. These guidelines include: Names being used only once, whether by a charter or non-charter public school in Gadsden County.

V. FINAL DOCUMENTATION

See final documentation packet.

STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for Midway Arts & Sciences Academy of Excellence is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

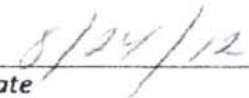
- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of s. 1000.05.
- Will adhere to all applicable provision of Federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of Federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under s. 1003.43.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes and s. 286.011, Florida Statutes, which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with s. 218.39.

The Midway City Council, at its discretion, allows Auburn E. Ford Jr. to sign as the legal correspondent for the school.

Signature



Date



Auburn E. Ford Jr., Midway City Manager

Printed Name

Exhibits

Exhibit A: Sample Parent Contract

Exhibit B: Budgets & DOE Worksheets

Exhibit C: Staffing Plan

Exhibit D: City Charter

Exhibit A: Sample Parent Contract

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE Charter School

Parent Contract

As a parent I understand the importance of the Code of Student Conduct as a set of preventative measures to create a safe and positive school environment.

- **I understand and will assure compliance** of the School's Student Code of Conduct, which has been given to me at the time of registration.
- **I understand that attendance is mandatory.** After an absence, I understand that I am responsible to send a handwritten note explaining the reason for my child's absence. I am aware that more than 5 or more unexcused absences within a semester course or 10 or more within an annual course will result in the withholding of a student's grade.
- I understand that I need to provide proof of medical/dental appointment to pick up my child early (on a regular school day), and that **after 2:00 p.m., I will not be permitted to pick up my child for early dismissal.** Students will only be dismissed to persons who I have authorized on the Emergency Contact Card.
- **I understand the Arrival time is from 7:00 a.m. to 7:25 a.m.** I am aware of the School's policy that excessive tardiness will result in detentions and referrals.
- **I understand that my child is not allowed to bring any games, toys, or electronic devices from home into the classroom.** The teacher will confiscate any unauthorized items that my child may bring into the school. The teacher or administration may keep such items until the end of the school year. While the school will endeavor to protect such confiscated items, I agree not to hold it responsible for lost or damaged items.
- **I agree that uniforms must be worn everyday as stated in the uniform policy** (in the parent/student handbook) I am aware that students who are not wearing the correct uniform will be suspended indoors until they are in compliance with the policy. Repeat offenders may be suspended outdoors.
- **Satisfactory Academic Progress:** I understand that my child needs to need to have a minimum Grade Point Average (GPA) of 2.0 to graduate from high school in the State of Florida. Also, this is the minimum requirement for participation in sports and activities. I agree that the School, as part of its Code of Excellence, may enforce stricter rules. Any student failing to achieve this minimum requirement at the end of any nine week period will be placed on a Progress Monitoring Plan (PMP). If there is no improvement at the end of the semester, the plan will be reviewed. I agree that parents are responsible for the implementation of all aspects of the plan.

- **I agree that my family is required to complete 30 volunteer hours** or the equivalent prior to the last day of school. I am aware that this commitment is required as an investment in my child's education and that the School will provide me with various options to complete these hours.
- I agree that if I fail to complete the 30 hours by the designated date **it may result in my child losing preferential re-enrollment status at the school.**
- **We understand as members of the School's family, we agree to abide by all of the school rules and regulations, and with that which is stated above.**

Student's Name: _____ Grade: _____ ID#: _____

Parent/Guardian Name: _____ Signature: _____

Parent/Guardian Name: _____ Signature: _____

Exhibit B: Tentative Budget

MASAE Budget (360 FTES)

Five (5) Year Estimated Budget

Exhibit E: Budget		Year 1 2013- 2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018	Year 6 2018-2019	Year 7 2019-2020
WFTW average Gross								
Value PreK-5			\$6,758	\$6,961	\$7,170	\$7,385	\$7,607	\$7,835
	Students (FTEs)		360	360	360	360	360	360
	Teachers		18	18	18	18	18	18
	Students/Teacher Ratio (N:1)		20	20	20	20	20	20

REVENUE

FTE Revenue			2,432,880	2,505,960	2,581,200	2,658,600	2,738,520	2,820,600
Implementation Grant	160,000	-	-	-	-	-	-	-
Capital Outlay		135,167	139,222	143,399	147,701	152,132	156,696	
School District Fee (5% of Revenue)		-121,644	-125,298	-129,060	-132,930	-136,926	-141,030	
Total Revenues:	160,000	2,446,403	2,519,884	2,595,539	2,673,371	2,753,726	2,836,266	

EXPENSES

Personnel Costs

Principal		70,000	72,100	75,705	79,490	83,465	87,638
Assistant Principal		55,000	56,650	59,483	62,457	65,579	68,858
Teachers		720,000	741,600	778,680	817,614	858,495	901,419
Other Instructional		60,000	61,800	64,890	68,135	71,541	75,118
Substitute Teachers		25,000	25,000	25,000	25,000	25,000	25,000
Clerical/Admin		60,000	61,800	64,890	68,135	71,541	75,118
Contract Services		125,000	125,000	125,000	125,000	125,000	125,000
Employee Benefits		180,000	189,000	198,450	208,373	218,791	229,731
Total:	0	1,295,000	1,332,950	1,392,098	1,454,202	1,519,412	1,587,883

School Operations

Advertisements		1,750	1,750	1,750	1,750	1,750	1,750
Class and School Supplies		20,000	20,000	20,000	20,000	20,000	20,000
Professional Development		10,000	10,000	10,000	10,000	10,000	10,000
Independent Financial Audit		15,000	15,750	16,538	17,364	18,233	19,144
Educational Technology		30,000	31,500	33,075	34,729	36,465	38,288
Phone and Communication		25,000	26,250	27,563	28,941	30,388	31,907
Postage		5,280	5,544	5,821	6,112	6,418	6,739
Misc.		2,500	2,625	2,756	2,894	3,039	3,191
Grant Operations	25,000	-	-	-	-	-	-
Total:	25,000	109,530	113,419	117,502	121,790	126,292	131,019

Facilities Operations

Utilities		200,000	210,000	220,500	231,525	243,101	255,256
Lease of Facilities		250,000	250,000	250,000	250,000	250,000	250,000

Insurance		75,000	78,750	82,688	86,822	91,163	95,721
Repairs and Maintenance		50,000	52,500	55,125	57,881	60,775	63,814
Furniture, Fixtures & Equip.	135,000	90,000	30,000	31,500	33,075	34,729	36,465
Total:	135,000	665,000	621,250	639,813	659,303	679,768	701,257
<hr/>							
Totals Expenses:	160,000	2,069,530	2,067,619	2,149,412	2,235,296	2,325,473	2,420,159
<hr/>							
Surplus (Deficit) or Reserves	0	376,873	452,265	446,127	438,075	428,253	416,107

Revenue Estimate Worksheet for Midway Charter School

Based on the Second Calculation of the FEFP 2012-13

School District:

1000000

I. 2012-13 FEFP State and Local Funding

Base Student Allocation

\$3,582.98

District Cost Differential: 0.9469

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2012-13 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	272.00	1.117	303.8240	\$ 1,030,791
111 Basic K-3 with ESE Services	0.00	1.117	0.0000	\$ -
102 Basic 4-8	88.00	1.000	88.0000	\$ 298,560
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12		1.020	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.020	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.524	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.044	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.167	0.0000	\$ -
130 ESOL (Grade Level 4-8)	0.00	1.167	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.167	0.0000	\$ -
300 Career Education (Grades 9-12)		0.999	0.0000	\$ -
Totals	360.00		391.8240	\$ 1,329,351

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE Guaranteed Allocation Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.	0.00	PK-3	251	\$ 954 \$ -
		PK-3	252	\$ 3,080 \$ -
		PK-3	253	\$ 6,286 \$ -
		4-8	251	\$ 1,070 \$ -
	0.00	4-8	252	\$ 3,196 \$ -
		4-8	253	\$ 6,402 \$ -
		9-12	251	\$ 761 \$ -
		9-12	252	\$ 2,888 \$ -
		9-12	253	\$ 6,093 \$ -
Total FTE with ESE Services	0.00			Total from ESE Guarantee \$ -

3. Supplemental Academic Instruction:

District SAI Allocation	\$ 1,235,042	Per Student	
divided by district FTE	5,508.73	\$ 224	\$ 80,640
(with eligible services)			

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds

Total Base Funding, ESE Guarantee, and SAI \$ 1,409,991

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	=	
PK - 3	303.8240		0.9469	1321.29	=	380,123
4-8	88.0000		0.9469	901.25	=	75,099
9-12	0.0000		0.9469	903.43	=	0
Total *	391.8240					Total Class Size Reduction Funds \$ 455,222

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	<u>391.8240</u>	by district's WFTE:	<u>5,846.59</u>		
to obtain school's WFTE share.				6.7018%	
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	<u>360.00</u>	by district's UFTE:	<u>5,508.73</u>		
to obtain school's UFTE share.				6.5351%	
Letters Refer to Notes At Bottom:					
7. Other FEPP (WFTE share)	(a)	<u>1,839,597</u>	x	6.7018%	\$ <u>123,286</u>
Applicable to all Charter Schools:					
Declining Enrollment		137,703			
Sparsity Supplement		1,507,881			
Program Related Requirements:					
Safe Schools		194,013			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(d)	<u>998,723</u>	x	6.7018%	\$ <u>66,932</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>1,044,896</u>	x	6.5351%	\$ <u>68,285</u>
.250 mills (UFTE share)	(b)	<u>349,253</u>	x	6.5351%	\$ <u>22,824</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>(26,484)</u>	x	6.7018%	\$ <u>1,775</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	6.7018%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>417,456</u>	x	6.5351%	\$ <u>27,281</u>
Science Laboratory Materials	(b)	<u>6,500</u>	x	6.5351%	\$ <u>425</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders			x	#####	\$ <u>-</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Florida Teachers Lead Program Stipend					
15. Food Service Allocation	(g)				
16. Performance Pay Plan					
				Total	\$ <u>2,172,471</u>
17. Funding for the purpose of calculating the administrative fee for ESE Charters.	(h)				
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	<u>-</u>

MASAE Budget (250) FTES

Five (5) Year Budget

Exhibit E: Budget

	Implementation 2012-2014	1 Year 2 2014-2015	2 Year 3 2015-2016	3 Year 4 2016-2017	4 Year 5 2017-2018	5 Year 6 2018-2019
WFTW average Gross						
Value PreK-5		\$6,035	\$6,215.68	\$6,402.15	\$6,594.21	\$6,792.04
Students (FTEs)		250	250	250	250	250
Teachers		12.5	12.5	12.5	12.5	12.5
Students/Teacher Ratio (N:1)		20	20	20	20	20

REVENUE

FTE Revenue		1,508,660	1,553,920	1,600,537	1,648,554	1,698,010
Implementation Grant	160,000	-	-	-	-	-
Capital Outlay		0	0	0	0	0
School District Fee %5		-75,433	-77,696	-80,027	-82,428	-84,901
City Ops Fee 7%		-105,606	-108,774	-112,038	-115,399	-118,861
Total Revenues:	160,000	1,327,621	1,367,449	1,408,473	1,450,727	1,494,249

EXPENSES

Personnel Costs

Principal		70,000	72,100	75,705	79,490	83,465
Assistant Principal		0	0	0	0	0
Teachers		420,000	432,600	454,230	476,942	500,789
Other Instructional		60,000	61,800	64,890	68,135	71,541
Substitute Teachers		25,000	25,000	25,000	25,000	25,000
Clerical/Admin		60,000	61,800	64,890	68,135	71,541
Contract Services		25,000	25,000	25,000	25,000	25,000
Employee Benefits		100,000	105,000	110,250	115,763	121,551
Total:	0	760,000	783,300	819,965	858,463	898,886

School Operations

Advertisements		1,750	1,750	1,750	1,750	1,750
Class and School Supplies		20,000	20,000	20,000	20,000	20,000
Professional Development		10,000	10,000	10,000	10,000	10,000
Indep. Financial Audit		15,000	15,750	16,538	17,364	18,233
Educational Technology		30,000	31,500	33,075	34,729	36,465
Phone and Communication		25,000	26,250	27,563	28,941	30,388
Postage		2,500	2,625	2,756	2,894	3,039
Misc.		2,500	2,625	2,756	2,894	3,039
Grant Operations	25,000	-	-	-	-	-
Total:	25,000	106,750	110,500	114,438	118,572	122,913

Facilities Operations

Utilities		100,000	105,000	110,250	115,763	121,551
Lease of Facilities		200,000	200,000	200,000	200,000	200,000
Insurance		25,000	26,250	27,563	28,941	30,388

Repairs and Maintenance		25,000	26,250	27,563	28,941	30,388
Furniture, Fixtures & Equip.	135,000	50,000	30,000	31,500	33,075	34,729
Total:	135,000	400,000	387,500	396,875	406,719	417,055
<hr/>						
Totals Expenses:	160,000	1,266,750	1,281,300	1,331,278	1,383,754	1,438,854
<hr/>						
Surplus (Deficit) or Reserves	0	60,871	86,149	77,195	66,973	55,395

Revenue Estimate Worksheet for Midway Charter School

Based on the Second Calculation of the FEFP 2012-13

School District: Carroll

1. 2012-13 FEFP State and Local Funding

Base Student Allocation \$3,582.96 District Cost Differential: 0.9469

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2012-13 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	162.00	1.117	180.9540	\$ 613,927
111 Basic K-3 with ESE Services	0.00	1.117	0.0000	\$ -
102 Basic 4-8	88.00	1.000	88.0000	\$ 298,560
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12		1.020	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.020	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.524	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.044	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.167	0.0000	\$ -
130 ESOL (Grade Level 4-8)	0.00	1.167	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.167	0.0000	\$ -
300 Career Education (Grades 9-12)		0.999	0.0000	\$ -
Totals	250.00		268.9540	\$ 912,487

2. ESE Guaranteed Allocation:

FTE	Grade Level	Matrix Level	Guarantee Per Student
0.00	PK-3	251	\$ 954
	PK-3	252	\$ 3,080
	PK-3	253	\$ 6,286
	4-8	251	\$ 1,070
	4-8	252	\$ 3,196
	4-8	253	\$ 6,402
0.00	9-12	251	\$ 761
	9-12	252	\$ 2,888
	9-12	253	\$ 6,093
Total FTE with ESE Services	0.00	Total from ESE Guarantee	\$ -

3. Supplemental Academic Instruction:

District SAI Allocation	\$ 1,235,042	Per Student	
divided by district FTE	5,508.73	\$ 224	\$ 56,000
(with eligible services)			

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds

Total Base Funding, ESE Guarantee, and SAI \$ 968,487

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	=	
PK - 3	180.9540		0.9469		1321.29	=	226,397
4-8	88.0000		0.9469		901.25	=	75,099
9-12	0.0000		0.9469		903.43	=	0
Total *	268.9540				Total Class Size Reduction Funds		\$ 301,496

(*Total FTE should equal total in Section 1, column (d))

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>268,9540</u>	by district's WFTE:	<u>5,846.59</u>		
to obtain school's WFTE share.				4.6002%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>250.00</u>	by district's UFTE:	<u>5,508.73</u>		
to obtain school's UFTE share.				4.5383%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)		(a) <u>1,839,597</u>	x	4.6002%	\$ <u>84,625</u>
Applicable to all Charter Schools:					
Declining Enrollment	137,703				
Sparsity Supplement	1,507,881				
Program Related Requirements:					
Safe Schools	194,013				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)		(d) <u>998,723</u>	x	4.6002%	\$ <u>45,943</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)		(b) <u>1,044,896</u>	x	4.5383%	\$ <u>47,421</u>
.250 mills (UFTE share)		(b) <u>349,253</u>	x	4.5383%	\$ <u>15,850</u>
10. Proration to Funds Available (WFTE share)		(a) <u>(26,484)</u>	x	4.6002%	\$ <u>-1,218</u>
11. Discretionary Lottery (WFTE share)		(a) <u>0</u>	x	4.6002%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)		(b) <u>417,456</u>	x	4.5383%	\$ <u>18,945</u>
Science Laboratory Materials		(b) <u>6,500</u>	x	4.5383%	\$ <u>295</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation		(e)			
Enter All Riders			x	#####	\$ <u>-</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Florida Teachers Lead Program Stipend					
15. Food Service Allocation		(g)			
16. Performance Pay Plan					
				Total	\$ <u>1,481,844</u>
17. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)					
If you have more than a 75% ESE student population please place a 1 in the following box: _____ \$ <u>-</u>					

Exhibit C: Staffing Plan

**MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE
STAFFING PLAN
Year 1**

Name	Position	Expected Salary	Positions	Salary
TBA Instructional	Teachers	35,000	12	420,000
TBA Specialty	ESE Teachers	35,000	2	70,000
TBA Other Instructional	Para-Professional	30,000	2	60,000
TBA Administrators	Principal	70,000	1	70,000
TBA Admin Support	Executive Secretary	35,000	1	35,000
TBA Admin Support	Receptionist	25,000	1	25,000

Exhibit D: City Charter

FILED
2004 MAY -5 AM 10: 26
DEPARTMENT OF STATE
TALLAHASSEE, FLORIDA

THE CHARTER OF THE CITY OF MIDWAY, FLORIDA

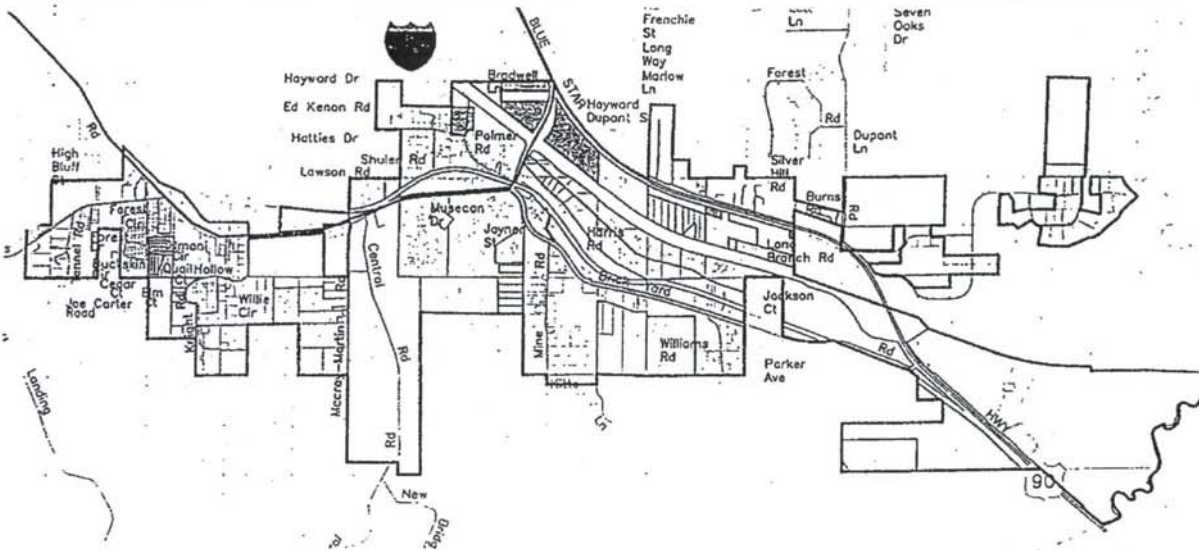
Article I - In General

Section 1.1 - Name of City.

The inhabitants of the City of Midway, Gadsden County, Florida, within the boundaries hereinafter designated or within such boundaries as may hereinafter be established, are a body politic incorporated under the name "City of Midway, Florida", and such shall have perpetual succession, may use a city seal, may contract and be contracted with, and may sue and be sued and be impleaded in all courts of this state and in all matters whatsoever.

Section 1.2 - Territorial Limits.

The boundaries of the City of Midway shall be as follows:



The boundaries of said municipality may be changed and enlarged or contracted under the general powers of the State of Florida from time to time for such purposes.
State Law Reference: F. S. 166.031(3).

Section 1.3 - Succession of Rights and Liabilities.

The City of Midway shall succeed to own, possess and hold all property, real, personal, or mixed heretofore owned, possessed, or held and shall succeed to all uncollected taxes, dues, claims, judgements, decrees and chooses in action, held or owned by the former City of Midway, as existed from

1987 to present, and shall have all the rights and powers to annex, acquire by purchase, gift, deed or trust any lands either submerged or improved, abutting to the boundaries of said city; and shall have, exercise and enjoy all the rights, immunities, powers, benefits, privileges, and franchises now possessed, owned or held by the City of Midway, or that can be conferred by law upon municipal corporations under the laws of the State of Florida; and all rights, immunities, powers, and privileges conferred hereby are and shall be held to be conferred with like legal affect as though each right, immunity, power and privilege and the mode of exercise thereof was specifically enumerated, set forth and defined in this Charter; and said city shall be subject to all duties and obligations now pertaining to, or incumbent upon, the City of Midway as a municipal corporation.

Section 1.4 - General Powers.

The City of Midway shall have all powers possible for a municipality or city to have under the Constitution and laws of the State of Florida, as fully and completely as though specifically enumerated in this Charter, except as limited herein and as amended from time to time, including provision of such municipal services as will protect and promote the health and well-being of the city and its inhabitants, such services may include, but not be limited to, police, fire, utilities and sanitation, except that police and fire protection shall be furnished by the County until the city becomes fully operational under this Charter and until such time as the city determines it is financial feasible. The city may provide any such services by contracting or granting a franchise, as an alternative to providing the service directly.

State Law References: F. S. Chapter 166, Municipal Home Rule Powers Act.

Section 1.5 - Construction.

The powers of the City of Midway under this Charter shall be construed liberally in favor of the City and the specific mention hereinafter of a particular in the Charter shall not be construed as limiting in any way the general powers stated in this article.

Section 1.6 - Intergovernmental Relations.

The City of Midway may exercise any of its powers or perform any of its functions and may participate in the financing thereof, jointly or in cooperation, by contract or otherwise, with any one or more states or civil divisions or agencies thereof.

Article II - Governing Body

Section 2.1 - Form of Government.

The form of government for the City of Midway provided for under this act shall be the "Council-Manager Plan" and the city council shall consist of seven (7) citizens who shall be residents of the City and electors eligible to vote in the City of Midway elections elected by the electors of the City.

Section 2.2 - City Council Created; Qualifications; Term of Office; and Vacancies.

(a) There is hereby created a city council with all legislative powers of the city vested herein which consists of seven councilmembers. Two members shall be elected at large and five members shall be elected from districts. The district seats shall be numbers 1, 2, 3, 4, and 5. The at large seats shall be numbered 6 and 7. Council districts shall be as nearly equal in proportion to population as possible. The city council may, from time to time, fix the boundaries of such districts to keep them as nearly equal in proportion to the population as possible, provided that such changes shall be made only in odd-numbered years.

(b) All elected officers shall be citizens, residents, and electors of the City over the age of eighteen and in addition, shall have resided within the corporate limits of the City of Midway for a period of at least one (1) year prior to last qualifying date and be a qualified elector under the laws of the State of Florida and eligible to vote within the City of Midway and shall continue to be a resident of the City during the term of office. All members of the city council shall be elected at large by all registered voters in the city, however, if a person is running for a district seat, the person must reside in the district from which they are running at the time of qualification and shall continue to reside in that district during the term of office.

(c) Term of Office. Term of office of a councilmember shall be for a period of four (4) years from the first meeting following certification of election to such office, beginning in the year 2004. Challenge and recount will be conducted in accordance with provisions of Florida Statutes. The term of office shall begin at the next regularly scheduled city council meeting on the first Thursday of May and shall end at Midnight on the first Wednesday in May prior to the end of the four year period.

Terms of Office to Conform with Charter Amendments. For the purpose of this Charter amendment, the terms of office for city council seats 1, 3, 5 and 7, elected in 2001 shall expire at Midnight on the first Wednesday of May 2004. The election for city council seats 1, 3, 5, and 7 held in April 2004 shall be for a three-year term expiring at Midnight on the first Wednesday of May 2007 and then every four years thereafter; terms of office for council seats 2, 4, and 6, elected in September 2002 shall expire at Midnight on the first Wednesday of May 2005 and then every four years thereafter.

(d) Vacancies; forfeiture of office; filling of vacancy.

(1) Vacancies. The office of a councilmember shall become vacant upon death, incapacitation due to long term illness, if such incapacitation is attested to in writing by not less than two physicians, resignation, or removal from office in a manner authorized by law, or forfeiture of office.

(2) Forfeiture of Office. A councilmember shall forfeit his/her office if he/she (a) lacks at any time during his/her term of office any qualification for the office prescribed by this Charter or by law; (b) violates any express prohibition of this Charter; (c) is convicted of a felony or misdemeanor involving moral turpitude; (d) fails to attend three regular meetings of the city council without being excused by the city council or (e) violates any standard of conduct or code of ethics established by law for public officials.

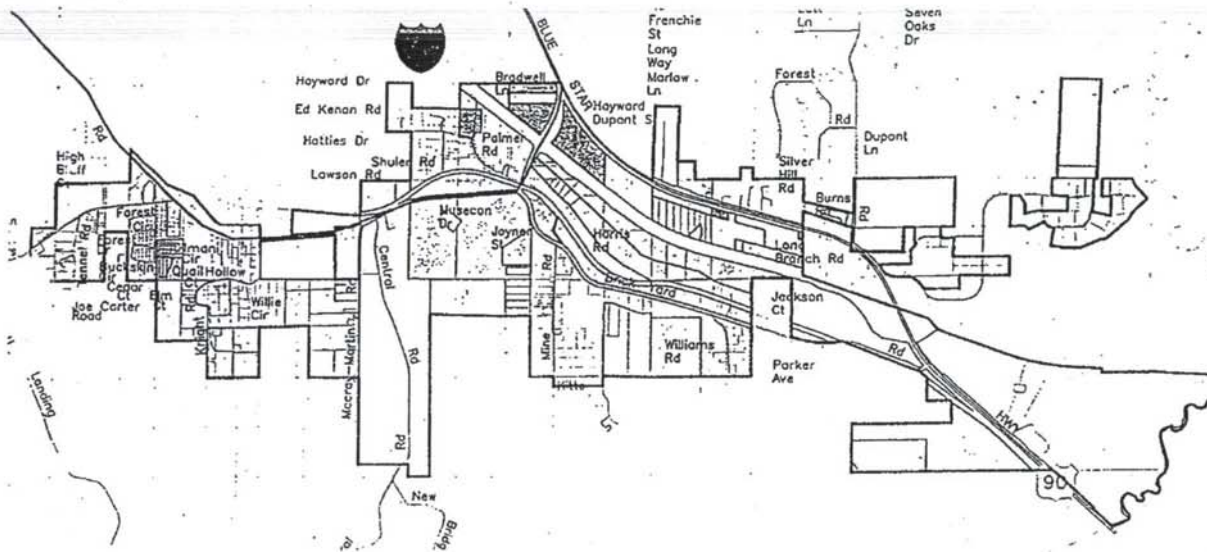
(3) Filling of Vacancies. If less than one year remains in the unexpired term or if there is less than one year remaining before the next regular city election for that district, the council by a majority vote of the remaining members shall choose a successor to serve the remainder of the unexpired term. If there is one year or more remaining in the unexpired term and no regular city election is scheduled within one year, the city council shall, by majority vote, fill the vacancy on an Interim basis until the next regular election for that seat. The appointed member need not live in the district in order to be appointed by the remaining members of the city council to fill the remainder of the term, if the unexpired term is not an at-large district seat, however, in order to qualify to run for a successive term, and it is not an at-large district seat, the appointed member must live in the district for which he or she is qualifying to run.

(4) Notwithstanding the requirements of Article IV, Section 4.9 that a quorum consists of four members, if at any time the membership of the city council is reduced to less

than three, the remaining two members may convene under the provisions of this section to appoint additional members to raise the membership to four. If there is inability to reach agreement within ten days on the appointment of a third member, the Governor of the State of Florida shall appoint a third member. If at any time the membership of the city council is reduced to one, the Governor of the State of Florida shall appoint the second member and those two members shall convene under the provisions of this section.

(5) In the event a vacancy occurs in a manner that is not contemplated by this Charter, such vacancy shall be filled by special election to be held not sooner than sixty (60) days following the occurrence of the vacancy.

Section 2.3 - Districts.



Article III - Elections

Section 3.1 - Manner of Holding Elections.

(a) Municipal elections in the City of Midway shall be held on the last Tuesday in April. Terms of the current city council will expire as follows: districts 1, 3, 5, and 7 will expire at Midnight on the first Wednesday of May 2004 and districts 2, 4 and 6 will expire at Midnight on the first Wednesday of May 2005 and then in accordance with Article 2, Section 2.2.

Section 3.2 - Nomination of the City Council.

(a) Every person who shall desire to become a candidate for nomination under the provisions of this Charter to the office of city councilmember, prior to the date established by ordinance, shall qualify

to become such candidate by filing with the city manager or other person designated by ordinance, in accordance with Section 3.2(b), his/her application to have his/her name printed upon the ballot, as a candidate for nomination to the district for which he/she aspires. All applications shall be accompanied by an affidavit that the candidate is a qualified elector of the City of Midway, Florida, pursuant to section 2.2 of this Charter, and has been a resident of the City of Midway, Florida for one (1) year prior to the final qualifying date. With said application shall be filed a petition which shall indicate prominently the district for which the petitioner is filing for as a candidate or, if not for a district, that the petitioner is filing for an at-large seat. All members of the city council shall be elected at large by all registered voters in the city, however, if a person is running for a district seat which is not an at-large district seat, the person must reside in the district for which they are running.

(b) Method of Qualifying for Nomination to City Council. Each person seeking to qualify for nomination or election to a city council seat shall file his or her qualification papers and pay the qualifying fee, or, in lieu of qualifying fee and if approved by ordinance, an "Affidavit of Undue Burden for Municipal Candidates Election Assessment Only", (State Law Reference FS 99.093) with the city manager or other person designated by ordinance, at any time after noon of the 1st day of qualifying, which shall be the 50th day prior to the city election, but not later than noon of the 46th day prior to the election. The city council shall, by ordinance, adopt all appropriate State Statutes with respect to the manner and method of conducting elections, including, but not limited to, naming of campaign treasurer, filing of campaign expenditure reports, establishing a canvassing board, and tabulation of votes and proclamation of results where ballots are used. (State Law Reference: FS 102.071)

(c) The city council shall, by ordinance, prescribe the manner of holding both general and special elections not inconsistent with the provisions hereof and said city council shall also by ordinance provide such polling place or places as they deem expedient. The supervisor of elections shall appoint a three member canvassing board which shall consist of the Supervisor of Elections and two City Council members who are not up for election and who are not an active participant in the campaign or candidacy of any candidate or issue on the ballot for all elections held under this Charter. The canvassing board shall meet promptly, or as soon as it is practicable to do so and without undue delay, following the certification to them of the final machine tally, or if by paper ballot, upon delivery of the ballot box or boxes which shall be sealed in accordance with Florida Statutes, by the duly appointed election officials conducting and in charge of such election or elections. At such a meeting the canvassing board shall meet for the purpose of declaring the results of said election or elections.

(d) The provisions of the general laws of the state and municipal elections relating to the qualifications of electors, registrations, manner of voting, duties of election officers, canvassing of returns and all other particulars in respect to the management of elections, except as otherwise provided in the Charter and the ordinances adopted hereunder pertaining to elections shall so far as the same may be applicable, govern all city elections.

(e) No informalities in conducting city elections shall invalidate the same, if they have been conducted fairly and in substantial conformity to the requirements of this Charter.

(f) If the candidate dies, withdraws or is removed from the ballot after final qualifying date and there is no candidate to fill the respective position, the city council may appoint a qualified elector to fill said position until a special election is held within ninety days of the regular election to fill the position in accordance with provisions of Florida statutes.

(g) Notice of elections are regulated by Florida Statutes.

(h) In the event of a tie vote for a district seat, the winner shall be determined by a coin toss.

The candidate with the first alphabetical last name shall call the coin in the air.

(i) No individual may qualify as a candidate for city council who holds another elective or compensated appointive office, whether state, county, or municipal, the term of which or any part thereof runs concurrently with the term of office for which he/she seeks to qualify without resigning from such office, if required by the United States Constitution or Florida State Law, not less than ten days prior to the first day of qualifying for the office he/she intends to seek. Such resignation shall be effective not later than the date upon which he/she would assume office if elected to the office for which he/she seeks to qualify, or the date at which, under law or the State Constitution, the person elected to an unexpired portion of his/her term is required to assume office, whichever occurs earlier, provided. The resignation shall be filed in the office of the city manager.

Section 3.3 - Judge of Qualifications.

The City Council shall be the judge of the election and the qualifications of its members and the grounds for forfeiture of office and for that purpose shall have the power to subpoena witnesses, administer oaths and require production of evidence. A member charged with conduct constituting grounds for forfeiture of office shall be entitled to a public hearing on demand and notice of such hearing shall be published in one or more newspapers of general circulation in the City at least one week in advance of the hearing. Decisions made by the city council under this section shall be subject to review by courts of competent jurisdiction within this State.

Article IV - City Council

Section 4.1 - General Powers.

The City Council, City of Midway, shall have and exercise all powers conferred by general law upon municipal officers not inconsistent with the terms of this Charter. The city council may, by ordinance, delegate to the city manager the power to execute contracts, deeds and other documents approved by the council, and to represent the city in all agreements with other governmental entities or certifications to other governmental entities.

State Law Reference: F.S. Chapter 166.

Section 4.2 - Oath of Office.

All officers of the City of Midway, before entering upon the duties of office, shall by oath or affirmation subscribe to faithfully perform the duties of office in accordance with the laws and Constitution of the State of Florida and the Constitution of the United States of America.

State Law Reference: Oath of Office; F.S. 876.05 et seq.

Section 4.3 - Compensation and Expenses.

The city council may determine the annual compensation of the council members by ordinance as part of the budget process as required by Florida Statutes, Chapter 200, but no ordinance increasing such compensation shall become effective until the date of commencement of the terms of council members elected at the next regular election, provided that such election follows the adoption of such ordinance by at least three months. Council members shall receive their annual compensation incurred in the performance of their duties and shall account therefore in accordance with appropriate State and Federal statutes. In no event shall the compensation for the mayor-council member exceed \$300.00 per month nor shall the compensation for council members exceed \$200.00 per month and any such annual compensation shall be based solely upon the financial status of the City. Councilmembers shall be

reimbursed for expenses while traveling on or performing city business. Reimbursement shall be in accordance with Florida State Law.

State Law Reference: F. S. Chapter 112.

Section 4.4 - Mayor-Councilmember.

The city council shall elect, from among its members, a mayor and mayor pro-tem. Election of the mayor and mayor pro-tem shall be every two years at the first regular council meeting after the city election. The Mayor-Councilmember shall preside at all meetings of the city council and shall perform other duties consistent with the office as imposed or designated by the city council. The mayor shall have a voice and vote in the proceedings of the city council. He/She shall use the title of mayor-councilmember in the execution of any legal instruments or writing or functioning to meet other necessities arising from the general laws of Florida or from this Charter, which shall not be considered as conferring upon him/her the function of the mayor under the general laws of Florida. The mayor shall be recognized as the head of city government for all ceremonial purposes, but the Governor for purposes of military law, for service of process, execution of contracts, deeds and other documents; may take command of the police and govern the city by proclamation during the times of grave public danger or emergency, and shall have the power during such times to appoint additional temporary officers and patrolmen. The power and duties of the mayor-councilmember shall be such as they are conferred upon him/her by this Charter and no other. The mayor pro-tem shall act as mayor during the absence or disability of the mayor. Nothing contained herein shall be construed as to preclude the member succeeding himself or herself as Mayor-Councilmember.

Section 4.5 - Powers of the Mayor.

The Mayor shall:

- (a) see that all laws, provisions of this charter, and acts of the council, subject to his/her direction and supervision are faithfully executed.
- (b) submit the annual budget message.
- (c) summon the appropriate law enforcement officers to suppress civil disturbances and to keep law and order during times of emergency.
- (d) make such other reports as the council may require concerning the operations of city departments, offices, and agencies subject to his/her direction in times of emergency.
- (e) attend, preside and vote at all council meetings.
- (f) sign contracts on behalf of the city pursuant to the provisions of applicable ordinances.
- (g) be recognized as the city official designated to represent the city in all agreements with other governmental entities or certifications to other governmental entities as approved by the vote of the city council.
- (h) annually prepare a state of the city message, set forth the agenda for all meetings of the council, name committees of the council, and make recommendations of members for city boards to the city council.
- (i) perform such other duties as are specified in this charter or may be required by council.

Section 4.6 - Mayor Pro-Tem.

The mayor pro-tem shall preside over the meetings of the city council during the absence of the mayor-councilmember, and in general in the absence or the incapacity of the mayor-councilmember, he/she shall do and perform those acts and things provided in this Charter to be done by the mayor-council member. Nothing contained herein shall be construed as to preclude the member succeeding himself or herself as Mayor-Council member.

Section 4.7 - Vacancy in the Office of Mayor.

In the event the mayor dies, resigns, ceases to be qualified, is removed from office as provided by law, or becomes permanently disabled and such disability is attested to in writing by not less than two physicians, the mayor pro tem shall become the mayor for the remainder of the former mayor's unexpired term and the council shall by majority vote at the next regular meeting elect another mayor pro tem to fill that office for the unexpired portion of the term.

Section 4.8 - Prohibitions.

(a) Holding other Office. No former elected city official shall hold any compensated appointive office or position of employment with the City of Midway until one year after the expiration of the term for which he/she was elected.

(b) Appointments and Removals. Neither the city council nor any of its members shall in any manner dictate the appointment or removal of any city employee whom the city manager or any of the manager's subordinates are empowered to appoint, but the council may express its views, and fully and freely discuss with the manager anything pertaining to appointment and removal of such employee. Appointment of department heads by the city manager shall be confirmed or denied by a majority vote of the city council.

(c) Relations with Administration. Except for the purpose of inquiries and investigations, the city council or its members shall deal with the city officers and employees solely through the city manager, and neither the council nor its members shall give orders to any such officer or employee, either publicly or privately. Nothing in the foregoing is to be construed to prohibit individual members of the city council from closely scrutinizing by questions and personal observation, all aspects of city government operations so as to obtain independent information to assist the members in the formulation of sound policies to be considered by the council. It is the express intent of this Charter, however, that recommendations for improvement in city government operations by individual councilmembers be made to and through the city manager, so that the manager may coordinate efforts of all city departments to achieve the greatest possible savings through the most efficient and sound means available.

(d) Nepotism Prohibited. Neither the city council nor the city manager of the City of Midway shall employ or contract with any member of said city council or with the city manager or any charter officer of the City of Midway nor with any relative of any member of the city council or city manager of the City of Midway or any charter officers thereof. The foregoing contract provision shall not apply to contracts publicly advertised and competitively bid for work for the city. Nothing contained above shall limit the city council from contract with the city manager or any charter officer for the terms and conditions of their employment.

Section 4.9 - Rules of Procedure; Quorum; Meetings.

The city council shall by resolution or ordinance determine its own rules of procedure, may punish its own members for misconduct and may compel attendance. The majority of the members of the city council shall constitute a quorum to do business. A smaller number may adjourn.

Section 4.10 - City Council Meetings.

(a) The first meeting of each newly elected city council for induction into office shall be at the beginning of the first meeting which follows certification of election results.

(b) The city council shall conduct regular meetings on the first Thursday of each month. If the date and time of the regular meeting must be changed due to special circumstances, the new

date and time must be set by a majority vote of the city council at the regular meeting immediately preceding the changed meeting. Such meetings shall be public meetings within the meaning of F.S. 286.011, and shall be subject to notice and other requirements of law applicable to public meetings. Special meetings may be held as prescribed in other sections of the Charter.

(c) Any four members of the city council or the mayor may call special meetings of the city council, upon at least twenty-four hours notice to each member, served personally or left at his or her usual place of abode or business and the meeting will be limited to the special subjects, and that decisions taken shall be confirmed at the next regular meeting.

(d) The city council shall direct that minutes be kept on each meeting.

(e) Voting. All votes shall be by roll call and shall be recorded by name and vote in the minutes. All council members present shall be recorded as voting "yes" or "no" on all matters before the council except on those matter on which a councilmember announces in advance that he or she has a conflict of interest. When a councilmember announces in advance a conflict of interest, he or she shall submit a written statement concerning the conflict with forty-eight hours after the meeting at which the conflict was announced. Such statement shall contain the reason(s) for the conflict of interest.

State Law References: Open Meetings Law, F. S. 286.011.

Section 4.11 - Investigations.

The city council may make investigations into the affairs of the city and the conduct of any city department, office or agency and for this purpose may subpoena witnesses, administer oaths, take testimony and require the production of evidence. Any person who fails or refuses to obey a lawful order issued in the exercise of these powers by the city council shall be subject to prosecution in a court of competent jurisdiction and any violation of this section may be referred for prosecution to the appropriate authority.

Section 4.12 - Independent Audit.

Financial Audit. The city council shall provide for an independent annual audit of all city accounts and may provide for such more frequent audits as it deems necessary. The city council shall appoint a certified public accountant or a firm of such accountants upon such terms and such compensation as the city council shall fix. The certified public accountant or firm of such accountants shall have no personal interest, direct or indirect in the fiscal affairs of the city government or any of its officers. If the State of Florida makes such audit, the city council may accept it as satisfying the requirements of this Charter.

State Law References: Independent Audit Required, F. S. 166.241 and 218.32.

Article V - City Manager

Section 5.1 - Appointment; qualifications; compensation.

The city council shall appoint a city manager to serve at the pleasure of the council and fix his or her compensation. The manager shall be appointed on the basis of his or her executive and administrative qualifications, to include a minimum of an undergraduate degree. The city manager shall be responsible to the council for the administration of all city affairs placed in the manager's charge by or under this charter. The manager need not reside in the city or state at the time of appointment nor shall the manager be required to live within the corporate boundaries of the City of Midway during his or her appointment, however, he or she shall be required to live within the State of Florida. Nothing contained herein shall prevent the city council from entering into an employment agreement with the city manager.

Section 5.2 - Acting City Manager.

The city manager may designate, by letter filed with the council, subject to approval by the council, a qualified city administrative officer to exercise the powers and perform the duties of manager during the city manager's absence.

Section 5.3 - Removal.

The City Council may remove the manager from office by an affirmative vote of four of its members.

Section 5.4 - Powers and Duties of the City Manager.

The city manager shall be the chief administrative officer of the city. He or she shall be responsible to the city council for the administration of all city affairs placed in his or her charge by or under this Charter. He or she shall have the following powers and duties:

- (1) He or she will appoint and, when he or she deems it necessary for the good of the city, may suspend or remove for just cause, any city employee or appointive administrative officer provided for under this charter, except as otherwise provided by law, this Charter, contract or personnel rules pursuant to this Charter, and except in the case of the Chief of Police. The chief of police can be hired, fired or suspended by the city manager only with the consent of the city council. He or she may authorize any administrative or any Charter officer who is subject to his direction and supervision to exercise those powers with respect to subordinates in that officer's department, office or agency.
- (2) He or she shall attend all city council meetings and shall have the right to take part in discussions but may not vote.
- (3) He or she shall direct and supervise the Charter officers and the administration of all departments, offices and agencies of the city, except as otherwise provided in this Charter or by law.
- (4) He or she shall see that all laws, provisions of this Charter and directives of the city council, subject to enforcement by him or her or by officers subject to his or her direction and supervision are faithfully executed.
- (5) He or she shall recommend to the city council for adoption such measures as he or she may deem necessary or expedient in the interest of the city.
- (6) He or she shall prepare and submit the annual budget and capital program to the city council.
- (7) He or she shall make such other reports as the city council may require concerning the operations of the city departments, officers and agencies subject to his direction and supervision.
- (8) He or she shall keep the city council fully advised as to the financial condition and future needs of the city and make such recommendations to the city council concerning the financial affairs of the city as he or she deems necessary.

(9) He or she shall see that all terms and conditions imposed in favor of the city or its inhabitants in any public utility franchise are faithfully kept and performed; and upon knowledge of any violation thereof, he or she shall call the same to the attention of the city attorney.

(10) He or she shall be the purchasing agent of the city, by whom all purchases of supplies shall be made. In the capacity of purchasing agent he or she shall also conduct all sales of personal property which the city council may authorize to be sold as having become unnecessary or unfit for the city's use. All purchases and sales shall conform to such regulations as the city council may, from time to time, prescribe and shall allow for competition. These restrictions, limitations or criteria on this authority shall be established by ordinance, including but not limited to bidding requirements.

(11) He or she shall perform such other duties as are specified in this Charter or may be required by the City Council.

Section 5.5 Emergency meetings of city council.

The City Manager may call emergency meetings of the city council, upon at least six hours notice to each member, served personally or left at the councilmembers usual place of abode or business, and the meeting notice will be limited to the emergency subject and decisions taken shall be confirmed at the next regularly scheduled city council meeting.

Article VI - Charter Officers

Section 6.1 City Clerk.

There shall be appointed a city clerk who shall serve at the pleasure of the city council. The City Clerk shall serve as Clerk of the Council and shall give notice of the council meetings to its members and to the public and shall keep a journal of its proceedings, which shall be a public record.

Section 6.2 City Attorney.

The city council shall appoint a city attorney, upon such terms and for such compensation as the city council shall fix. The city attorney shall act as legal advisor to and attorney for the city and all of its officers or employees in matters arising out of the performance of their official duties for the city. He or she shall prepare all instruments in writing, as assigned by the city council, in which the city is concerned and shall endorse on each his or her approval of the form and correctness thereof.

The city attorney shall prosecute and defend or assist in the prosecution and defense, for and on behalf of the city, all complaints, suits and controversies in which the city is a party, unless said function is designated by statute or otherwise to another agency, and shall perform such other professional duties as may be required of him or her by official action of the city council. He or she shall furnish the city council, the city manager, the head of any department or any officer or board, his opinion on any question of law relating to their respective duties and powers.

The city attorney shall be an attorney-at-law duly licensed to practice law in the State of Florida with at least three years of legal experience.

The city council may appoint an assistant city attorney if necessary. The council may contract with such other attorneys or firm of attorneys to perform such services on behalf of the city on specialized projects as may be deemed necessary or expedient in the discretion of the city council.

Section 6.3 Administrative Departments.

(a) Creation of Departments. The city council may establish or abolish departments of the city, offices or agencies not in conflict with this Charter.

(b) Direction by manager. All departments, offices and agencies shall be under the direction and supervision of the city manager and shall be further administered by an officer appointed by and subject to the direction and supervision of the manager. With the consent of the city council, the manager may serve as the head of one or more such departments, offices or agencies or may appoint one person as the head of two or more of them.

Section 6.4 Personnel Systems.

(a) Merit Principle. All appointments and promotions of city employees shall be made solely on the basis of merit and fitness demonstrated by examination or other evidence of competence.

(b) Personnel rules. The city manager shall prepare personnel rules. When concurred on by the city council, the city council may by ordinance adopt them with or without amendment. These rules shall include, but are not limited to:

- (1) The classification of all classified city positions, based on the duties, authority and responsibility of each position, with adequate provision for reclassification of any position whenever warranted by circumstances;
- (2) A pay plan for all classified city positions;
- (3) Methods for determining the merits and fitness of candidates for appointment or promotions;
- (4) The policies and procedures relating reduction in force, demotion, suspension, and removal of employees;
- (5) The hours of work, attendance regulation and provisions for sick and vacation leave;
- (6) Grievance procedures;
- (7) Other practices and procedures necessary to the administration of the city personnel system.

(c) Power to bargain collectively recognized. Nothing contained in this Charter shall limit the power of the city council of the City of Midway, Florida, acting through its manager, from entering into collective bargaining negotiations with any officers, employees, or group of employees for the purpose of establishing by contract conditions of employment, rules, or compensation of said officers, employees, or groups of employees. For the purposes of this Charter, Article 1, Section 6 of the Constitution of the State of Florida is specifically recognized.

Article VII - Ordinances and Resolutions**Section 7.1 Power to Adopt.**

The City Council of the City of Midway, Florida shall have the power to make ordinances and resolutions and establish for the government of said city, such ordinances and resolutions in writing not inconsistent with the Charter, Constitution, and laws of the State of Florida, or the United States, as they may deem necessary. Said ordinances to be passed and become effective as hereinafter provided for.

Section 7.2 Definitions.

(a) As used in the Charter, the following terms and words shall have the following meanings unless some other meaning is plainly indicated:

- (1) "Ordinance" means an official, legislative action of the City Council, which action is a regulation of a general and permanent nature and enforceable by local law.
- (2) "Resolution" means an expression of the City Council concerning matters of administration, expression of a temporary character, or a provision for the disposition of a particular item of the administrative business of the city council.
- (3) "Code" shall mean and include any published compilation of rules and regulations which have been prepared by various technical trade associations and shall include specifically, but shall not be limited to building codes; fire prevention codes; inflammable liquid codes; codes for the processing and sale of foodstuffs for human consumption, together with any other code which embraces rules and regulations pertinent to a subject matter which is a proper municipal legislative matter.
- (4) "Public Records" means all documents, papers, letters, maps, books, tapes, photographs, films, sound recordings or other material, regardless of physical form or characteristics, made or received pursuant to law or ordinance or in connection with the transaction of official business by any agency.
- (5) "Published" shall mean printed, lithographed, multigraphed, mimeographed or otherwise reproduced.

Section 7.3 Procedure for the Enactment of Ordinances and Resolutions.

- (a) Each ordinance or resolution shall be introduced in writing and shall embrace but one subject and matters properly connected therewith. The subject shall be clearly stated in the title. No ordinance shall be revised or amended by reference to its title only. Ordinances to revise or amend shall set out in full the revised or amended act, section, subsection or paragraph of a section or subsection.
- (b) A proposed ordinance may be read by title, or in full, on at least two (2) separate days and shall, at least ten days prior to adoption, be noticed once in a newspaper of general circulation in Midway, Florida. The notice of proposed enactment shall state the date, time and place of the meeting, the title or titles of proposed ordinances and the place or places within the City of Midway where such proposed ordinances may be inspected by the public. Said notice shall also advise that interested parties may appear at the meeting and be heard with respect to the proposed ordinance.
- (c) The city council, subject to the provisions of 7.3(e), with a two-thirds vote may enact an emergency ordinance without complying with the requirements of paragraph (b) of this section. Every emergency ordinance shall automatically stand repealed as of the sixty-first day following the date on which it was adopted, but this shall not prevent re-enactment of the ordinance in the manner specified in this section if the emergency still exists. However, no emergency ordinance shall be enacted which enacts or amends any land use plan or which rezones private real property.
- (d) A proposed resolution may be read by title, or in full, at no less than one regular meeting of the city council of the City of Midway, Florida. The notice and publication requirements as set forth hereinabove as applying to ordinances shall not be required for the passage of resolutions.
- (e) The majority of the members of the city council shall constitute a quorum. The affirmative vote of the majority of the quorum shall be necessary to enact an ordinance or adopt any resolution; provided that two-thirds of the membership is required to enact an emergency ordinance. On final passage, the vote of each member of the city council voting shall be entered on the official record of the meeting.
- (f) Every ordinance or resolution shall, upon its final passage, be recorded in a book kept for that purpose, and shall be signed by the presiding officer and attested to by the city clerk.

Section 7.4 Power to Grant a Variance to an Ordinance.

The power to grant any variance to any ordinance shall be pursuant to Florida Statutes, Chapter 166, unless otherwise specified in an individual ordinance.

Article VIII - Municipal Taxation**Section 8.1 Taxes and Charges; Authority to Levy.**

The city council of the City of Midway, Florida, may raise by taxation or licenses authorized by the Florida Constitution or Florida Statutes or by any user charges or fees authorized by ordinance, amounts of money which are necessary for the conduct of municipal government and may enforce the receipt and collection in the manner prescribed by ordinances not inconsistent with the Florida Statutes.

Section 8.2 Ad Valorem Taxes.

The city council shall have the right by ordinance to levy ad valorem taxes on real and tangible personal property within the municipality pursuant to Florida Statutes, Chapter 166, however, the city council shall not have the right and authority to increase ad valorem taxes on real and tangible personal property above 5 mills without approval of the registered voters of the City of Midway, Florida.

Section 8.3 Regulatory Fees.

The power to impose any regulatory fees shall be the power as established by Florida Statutes, Chapter 166.

Section 8.4 Public Service Tax.

The power to impose any public service tax shall be the power established or limited by Florida Statutes, Chapter 166.

Section 8.5 All Taxes to Remain in Effect.

All ad valorem taxes, regulatory fees, and public service taxes or other taxes or fees in effect on the effective date of this Charter not inconsistent with the provisions of this Charter shall remain in effect and be collectible in accordance with ordinances passed prior to the adoption of this Charter, not inconsistent with the Laws of the State of Florida.

Section 8.6 Authorization to Levy Other Forms of Taxes or Fees.

Nothing contained in this Charter shall be construed as a limitation upon the power of the city council of the City of Midway, Florida, to levy such other forms of taxes or fees as may, from time to time, be authorized by the general laws of the State of Florida.

Section 8.7 Borrowing.

Authorization to borrow money shall be as contained in Florida Statutes, Chapter 166.

Article IX - Financial Procedures

Section 9.1 Fiscal Year.

The fiscal year of the city shall begin on the first day of October and end on the thirtieth day of September of each year or pursuant to Florida Statutes.

State Law Reference: Fiscal Year Established, Florida Statutes, Sections 166.241 and 218.33.

Section 9.2 Annual Estimates.

The city manager, ninety days before the beginning of the fiscal year, shall make his or her report covering the operation of the city, in which it shall be his or her duty to make and submit to the city council an estimate of the expenditures and revenues of the city for the next fiscal year. This estimate shall be compiled from detailed information, and in its arrangement the classification of expenditures shall be as nearly uniform as possible for the main functional divisions and departments of the city and shall give in columns the following information:

- (1) Detailed estimate of the expenses of conducting each department and division of the city, including all public utilities and enterprises conducted by the city.
- (2) Amount of supplies and materials on hand.
- (3) Expenditures for corresponding items during the two fiscal years last past.
- (4) Increase of demands compared with corresponding appropriations for the last fiscal year.
- (5) Proposed capital expenditures during the ensuing fiscal year, detailed by offices, department and agencies when practicable, and the proposed method of financing each such capital expenditure.
- (6) Such other information as required by the city council or as the city manager may deem advisable to submit.
- (7) The estimates so given, as to the amount necessary to be appropriated for the ensuing fiscal year, shall be supported with information giving the reasons therefore in such detail as may be necessary to afford the city council a comprehensive understanding of the needs and requirements of the various divisions of the city government for the ensuing period.
- (8) Sufficient copies of the report and estimates shall be prepared so that there may be copies on file in the office of the city clerk for inspection by the public.

Section 9.3 Capital Program.

(a) Submission to the city council. The city manager shall prepare and submit to the city council a five year capital program at least ninety days prior to the beginning of the fiscal year.

(b) Contents. The capital program shall include:

- (1) A clear summary of its contents;
- (2) A list of all capital improvements which are proposed to be undertaken during the five fiscal years next ensuing, with appropriate supporting information as to the necessity for such improvements;
- (3) Cost estimates, method of financing and recommended time schedules for such improvements;
- (4) The estimated annual cost of operating and maintaining the facilities to be constructed or acquired.

The above information may be revised and extended each year with regard to capital improvements still pending or in process of construction or acquisition.

Section 9.4 Budget.

The city council shall adopt ad valorem tax millage and a budget in accordance with Florida Statutes, Chapters 166 and 200.

Section 9.5 Establishment of Reserves; Transfer of Funds; and Authorization for Loans; When Permitted.

(a) Establishment of Reserves:

(1) The city council shall, by ordinance, establish and maintain a General Operating Fund Emergency/Contingency Reserve Fund, when feasible. Funds within this reserve shall be used for purposes of an emergency as declared by at least four affirmative council votes. Funds shall not be transferred or expended for nonemergencies without at least five affirmative votes of the city council.

(b) Transfer of Funds: the city council shall have the authority, whenever it is deemed necessary, to increase or decrease any particular fund contained in said budget, other than the reserve established in section 9.5(a) above.

(c) Authorization for Loans: if the city council should deem it wise and appropriate, they may authorize the city manager to effect a loan or loans from any source under such terms and provisions as the city council may authorize, pledging the credit of the city for such purpose or purposes.

Section 9.6 Limitations of Appropriations.

(a) At the close of each fiscal year, the unencumbered balance of each appropriation shall revert to the respective fund from which it was appropriated and shall be subject to future appropriation.

(b) Any accruing revenue of the city as herein provided, and any balance at any time remaining after the purpose of the appropriation shall have been satisfied or abandoned, may from time to time, be appropriated by the city council to such use as will not conflict with any uses for which such revenue specifically accrued. No money shall be drawn from the treasure of the city nor shall any obligation for any expenditure of any money be incurred, except pursuant to the appropriations made by the city council.

Section 9.7 Real Property Interest.

No real property interest held by the City of Midway which provides parks, recreational lands, or administrative and support facilities for city government, shall be sold, traded, given away, vacated or alienated in any way except after referendum approval of electorate. Nothing contained herein shall in any way limit the ability of the city council to enter into leases of land with another governmental agency for the purpose of providing public facilities.

Article X - Local Improvements and Special Assessments

Section 10.1 Authority.

The city council has authority to provide for any municipal improvement contained in Florida Statutes Chapter 170.

Section 10.2 Assessment of Cost.

In the event the city council shall deem it necessary and appropriate, the city council shall have the power to assess the cost of any of the improvements authorized in this section against the property especially benefitted thereby. Any such supplemental and alternative methods of making local municipal improvements shall be governed by Florida Statutes, Chapter 170.

Article XI - Creation of Boards or Commissions

Section 11.1 Authorized.

The city council may create by ordinance or resolution any and all boards or commissions deemed necessary to promote the health, safety or the general welfare of the community, and appoint the boards or commissions and set forth the duties and powers thereof. At a minimum, the city council shall appoint a planning and zoning board who shall also be the local planning agency in accordance with Florida Statutes, Chapter 163.

Article XII - Comprehensive Plan

Section 12.1 Comprehensive Plan.

The City shall maintain, amend, or update a comprehensive plan in accordance with Florida Statutes, Chapter 163.

Section 12.2 Redress to Courts.

A person or persons, jointly or severally aggrieved by any act of the city council under the powers vested herein granted to said city council, may present to the city council a petition duly verified setting forth that such act is illegal in full or in part, particularly specifying the grounds of illegality. If the city council's action or inaction fails to correct the alleged act within 45 days of the city's receipt of the petition, the aggrieved person(s) may present such petition to a court of competent jurisdiction within thirty days of action or inaction, whichever shall first occur, or no action, suit or other proceeding in any manner questioning the legality of said act or acts shall lie for any cause whatsoever. Appeal to the city council is a precondition to suit and a mandatory administrative remedy.

Section 12.3 Subdivision of Plats.

The city council shall have sole authority for approving subdivision of plats lying within the corporate boundaries of the City, in accordance with Florida Statutes, Chapter 177.

Article XIII - Initiative, Referendum and Recall**Section 13.1 Initiative.**

The qualified voters of the city shall have the power to propose ordinances to the city council and, if the city council fails to adopt an ordinance so proposed without any change in substance, to adopt or reject it at a city election, provided that such power shall not exceed to the budget or capital program or to any ordinances relating to appropriation of money, levy of taxes or salaries of city officers or employees.

Section 13.2 Referendum.

The qualified voters of the city shall have power to require reconsideration by the city council of any adopted ordinance and, if the council fails to repeal an ordinance so reconsidered, to approve or reject it at a city election, provided that such power shall not extend to the budget or capital program or any emergency or ordinance relating to the appropriation of money, levy of taxes or salaries of city officers or employees, except as provided in Section 1.4 of this charter.

Section 13.3 Recall.

The qualified voters of the city shall have the power to remove from office any elected official of the city in the manner prescribed by general law for the removal of members of the governing body.

Section 13.4 Commencement of Proceedings.

Any five qualified voters may commence initiative, referendum and/or recall proceedings by filing with the city clerk or other official designated by the city council, an affidavit stating they will constitute the petitioner's committee and be responsible for circulating the petition and filing it in proper form stating their names and addresses and specifying the address to which all notices to the committee are to be sent, and setting out in full the proposed initiative ordinance or citing the ordinance sought to be reconsidered or the reasons for the official's recall. Promptly after the affidavit of the petitioners' committee is filed, the city clerk or other official designated by the city council shall at the committee's request, issue the appropriate petition blanks to the petitioners' committee at the committee's expense.

Section 13.5 Petition.

(a) Number of Signatures. Initiative, referendum and recall petitions must be signed by qualified voters of the city equal in number to at least 25 percent of the total number of qualified voters registered to vote at the last regular city election.

(b) Form and Content. All papers of a petition shall be uniform in size and style and shall be assembled as one instrument for filing. Each signature shall be in ink or indelible pencil followed by the address of the person signing. Petitions shall contain or have attached thereto throughout their circulation, the full text of the ordinance proposed or sought to be reconsidered, of the reason for the official's recall, and the response of that official to the reason shall not be in excess of 250 words or one double-spaced typewritten page, whichever is greater. Neither the reason nor the response shall be in excess of 250 words.

(c) Affidavit of Character. Each person circulating a copy of the petition shall attach it to a sworn affidavit stating the number of signers, that all signers were advised they must be residents and electors of the city in order to sign and that each signer had an opportunity

before signing, to read the full text of the ordinance proposed or sought to be reconsidered or the reason for the official recall and the response to the reason.

(d) Time for Filing Referendum Petitions. Referendum petitions may be filed any time after adoption by the city council of the ordinance sought to be reconsidered or repealed.

Section 13.6 Procedure for Filing.

Certificate of Clerk: Amendment. Within twenty days after the petition is filed (five days for a referendum), the city clerk or other official designated by the city council shall complete a certificate as to its sufficiency, specifying, if it is insufficient, the particulars wherein it is defective and shall promptly send a copy of the certificate to the petitioners' committee by registered mail. Grounds for insufficiency are only those specified in Section 13.5. If the number of signatures is insufficient or the petition is deficient as to form or compliance with this section, the city council shall notify the committee filing the petition and allow thirty days for filing or additional petition papers, at the end of which time the sufficiency or insufficiency shall be finally determined.

Section 13.7 Referendum Petitions; Suspension of Effect of Ordinance.

When a referendum petition is filed with the city clerk or other official designated by the city council, the ordinance sought to be reconsidered shall be suspended from taking effect. Such suspension shall terminate when:

- (a) There is a final determination of insufficiency of the petition, or
- (b) The petitioners' committee withdraws the petition, or
- (c) The city council repeals the ordinance, or
- (d) After a vote of the city on the ordinance has been certified.

Section 13.8 Action on Petitions.

(a) Action by City Council. When an initiative, referendum or recall petition has been determined sufficient, the city council shall promptly consider the proposed initiative ordinance in the manner provided for in this Charter or reconsider the referred ordinance by voting its repeal, or the official named in the recall petition may resign. If the council fails to adopt a proposed initiative ordinance without any change in substance within sixty days or fails to repeal the referred ordinance within thirty days, or the official named in the recall petition fails to resign within fifteen days after the date the petition was finally determined sufficient, the city council shall submit the proposed or referred ordinance or the question or recall of an elected official to the voters of the city.

(b) Submission to Voters. The vote of the election on a proposed or referred ordinance shall be held not less than thirty days and not later than 60 days from the date that the city council rejected the proposed ordinance or refused to reconsider the referred ordinance. The vote of the electors on a recall petition shall be held not less than thirty days and not later than sixty days from the date that the subject official declined to resign. Passage of the times provided in Section 13.8(a) without action by the city council, or by the official, shall be considered rejection, refusal or declination. If no regular city election is to be held within the period prescribed in this subsection, the city council shall provide for a special election. The vote shall be held at the same time as such regular election, except that the city council may, in its discretion, provide for a special election at an earlier date within the prescribed period. Copies of the

proposed or referred ordinance or the recall charges and response shall be made available at the polls.

(c) **Withdrawal of Petitions.** An initiative, referendum, or recall petition may be withdrawn at any time prior to the fifteenth day preceding the day scheduled for a vote of the city by filing with the city clerk or other official designated by the city council, a request for withdrawal signed by at least four members of the petitioners' committee. Upon the filing of such request, the petition shall have no further force or effect and all proceedings thereon shall be terminated.

Section 13.9 Results of Election.

(a) **Initiative.** If a majority of qualified electors voting on a proposed Initiative ordinance vote in its favor, it shall be considered adopted upon certification of the election results and shall be treated in all respects in the same manner as ordinances of the same kind adopted by the city council. If conflicting ordinances are approved at the same election, the one receiving the greatest number of affirmative votes shall prevail to the extent of such conflicts.

(b) **Referendum.** If a majority of the qualified electors voting on a referred ordinance vote against it, it shall be considered repealed upon certification of the election results.

(c) **Recall.** If a majority of the qualified electors voting on a recall of an elected city official vote for the recall, that official shall be removed from office upon certification of the election results but such removal shall not constitute a disqualification to run for the same or any other city office at some future time.

Article XIV - General Provisions

Section 14.1 Personal Financial Interest.

Any member of the city council, city officer or employee who has a financial interest, direct or indirect or by reason of being an officer, director or five percent shareholder in any corporation, in any contract with the city or in the sale of any land, material, supplies or services to the city or to a contractor supplying the city shall make known that interest and shall refrain from voting upon or otherwise participating in his or her capacity as a member of the city council, city officer or employee in the making of such sale or in the making or performance of such contract. Any member of the city council, city officer or employee who willfully conceals such financial interest or willfully violates the requirements of this section, shall be guilty of malfeasance in office or position and shall forfeit his or her office or position. Violation of this section with the knowledge expressed or implied of the person or corporation contracting with or making a sale to the city shall render such contract voidable by the manager or city council. In the alternative, the city council may in its discretion, by resolution, prohibit the city from contracting with an organization when it is aware that a member of the city council, city officer or employee has a substantial interest in the organization with which the contract is proposed.

State Law Reference: Code of Ethics, FS 112.311 et seq.

Section 14.2 Charter Amendment.

The Charter of the City of Midway may be amended in strict adherence with the provisions of the General Laws of the State of Florida, specifically, F.S. Chapter 166.

State Law Reference: Charter amendment procedure, F. S. 166.031.

Section 14.3 Separability.

If any article, section or subsection, sentence, clause or provision of this Charter is held invalid, the remainder of the Charter shall not be affected.

Article XV - Transitional Provisions**Section 15.1 Elected Officials and City Employees; Rights and Privileges Preserved.**

Nothing in this Charter except as otherwise specifically provided shall affect or impair the rights or privileges of persons who are elected officials or employees of the city at the time of its adoption.

Section 15.2 Pending Matters.

All rights, claims, actions, contracts and legal or administrative proceedings shall continue except as modified pursuant to the provisions of this Charter and in each case shall be maintained, carried on or dealt with by the city department, office, or agency appropriate under this Charter.

Section 15.3 State and Municipal Laws.

All city ordinances, resolutions, orders and regulations which are in force when this Charter becomes fully effective and which do not conflict herewith shall remain in full force and effect until otherwise changed in accordance with this Charter.

Section 15.4 Effective Date.

This Charter shall take effect immediately upon adoption by the voters.

Appendix B

MASE Governance Board City of Midway City Council		
Mayor District 2	Ella Barber	850.576.1355
Mayor Pro-Tem District 4	Charles "Chuck" Willis	850.210.9183
District 1	Charlie Smith	850.980.7172
District 3	Delores Madison	850.245.7217
District 5	Jerrod Holton	850.284.5160
District 7 at Large	Allean Robinson	850.702.4505
District 6 at Large	David Knight	850.559.8473
City Attorney	Henry Hunter	850.251.4791
City Clerk	Frances Harrell	850.627.6030
Interim City Manager	Roosevelt Morris	850.574.2355 / 850.210.2662

Advisory Board		
Chairman	Ronald Colton	850.321.2867
Member 1	Carolyn Russ Francis	850.556.4542
Member 2	Allison Burns-Williams	850.556.5548
Member 3	Elias Censor	850.668.6812/850.364.0433
Member 4	Sonja Jules	850.322.2699

Appendix C

(See Charter School Application)

Section1

R. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING March 5, 2013

TITLE OF AGENDA ITEM: Security fence installation at Stewart Street Elementary

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: For School Board approval of best proposal received for installation of security fencing at Stewart Street Elementary School. Proposal from: B & T Fencing, Inc. in the amount of \$10,950.00 includes all labor and materials.

FUND SOURCE: 379

AMOUNT: \$10,950.00

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

4112 10 01 PM 2014
2013 MAR 05 PM 02:00

The School Board of Gadsden County



"Building A Brighter Future"

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

TO: Mrs. Rosalyn Smith – Deputy Superintendent
FROM: *WJ* Wayne Shepard – Director of Facilities
RE: Fence Project at Stewart Street Elementary
DATE: January 31, 2013

Mrs. Smith;

I sent out request for quotes on a security fence installation at Stewart Street Elementary School.

The fence and gates will seal off the front of the school preventing people from just coming up and getting out of their cars and walking straight into the classrooms. It will funnel that traffic through the main office first. This will solve a safety concern that Principal Robinson has.

We received three (3) quotes for the project (please see attached). I am not recommending the lowest quote since I have not used them before. I am recommending B & T Fencing which has done several projects for us in the past and do very good work. They were only \$181.00 higher than the lowest quote.

I will be sending this recommendation to the School Board meeting in February.

If you have any questions please call me at (850) 627-9888.

c.c. Reginald C. James
Bonnie Wood
Lisa Robinson

Audrey Lewis
DISTRICT NO. 1
HAVANA, FL 32333

Judge B. Helms, Jr.
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

ISAAC SIMMONS, JR.
DISTRICT NO. 3
CHATTACHOOCHEE, FL 32324
GREENSBORO, FL 32330

Charlie D. Frost
DISTRICT NO. 4
GREENSBORO, FL 32330
QUINCY, FL 32352

ROGER P. MILTON
DISTRICT NO. 5
QUINCY, FL 32351

BOARD MEETS FOURTH TUESDAY OF EACH MONTH



P.O. Box 3359
Tallahassee, FL 32315

Estimate

Date 1/14/2013

Estimate # 208389

Gadsden County School Board Attn: Wayne Shepard 35 Martin Luther King, Jr. Blvd. Quincy, FL 32351
--

Project Address: Stewart Street Elementary School 749 South Stewart Street Quincy, FL 32351
--

Project:
Stewart Street Elementary School

Rep:
REB

Description	Qty	Rate	Total
Installation of 6' industrial grade aluminum fence with three 5' walk gates with panic hardware and lever lock (Corbin Russwinn). Industrial Grade aluminum fence: Panels - 6ft tall x 6ft wide; rails 1.5" x 1.5"; pickets 1" x 1" Post - 4in x 9ft (every post including lines and ends) Concrete foundation - 10" x 3' Gates will be completely welded unit with 2" x 4" outer frame, 2' x 5' plate aluminum on center of gate to accept panic hard ware. Each side panel of gate will get powder coated expanded metal 2' x 5'	1	10,950.00	10,950.00

B & T Fencing, Inc. will not be responsible for, but not limited to, the following: damage to landscaping, trees, unmarked irrigation lines, unmarked underground utilities (sewer, power, cable, etc.), unmarked drainage systems (french drains, etc.). The property owner or his authorized agent, not B & T Fencing, Inc., should contact a licensed surveyor to determine all property boundary lines prior to commencement of work. All lumber is pressure-treated pine, unless otherwise stated. Pressure-treating does not protect wood from the effects of weather/sun exposure. Because wood is a naturally occurring material, we cannot warranty against warping, cracking, and/or splitting. We recommend that all wood be sealed.

By signing below, I authorize B & T Fencing, Inc. to commence with work, as indicated above. I understand that a deposit of 50% is due immediately, with the remaining balance due when work is complete.

Full payment is due within 30 days of invoice date. Finance charges begin accruing on the 31st day after invoice date at a daily rate of 0.0493% (18% annually). We use the protection of the Florida Lien Law to ensure timely payments.

Signature _____

Phone # (850) 942-1003

Fax # (850) 504-0705

btfencing@bandtfencing.com

www.BTFencing.com

JOB # _____ PLEASE REFERENCE THIS NUMBER WHEN MAKING PAYMENT. DEPT.: _____

Florida Fence & Outdoor Living
 3060 WEST THARPE STREET
 TALLAHASSEE, FL 32303
 PHONE (850) 576-3119 • FAX (850) 574-6953
 Web Page: www.fffence.com



*Professional Fence and Deck Builders
 Residential • Commercial • Industrial*

TO:	Gadsen County School Board Att: Wayne Shepard _____ 35 MartinLuther King, Jr. Blvd. _____ Quincy Fl 32351 _____ _____ JOB SITE: Stewart St. Elementary Office Area	DATE: _____ H. PHONE: _____ W. PHONE: _____ MOBILE: _____ FAX: _____	01/25/2013 _____ 627-9651 _____ 627-2760 _____
------------	--	---	---

All work will be performed in a workmanlike manner and in accordance with standard practices. All posts set in concrete unless otherwise specified.

<p><u>CHAIN LINK</u></p> <p>WIRE _____ GATE POSTS: _____ TOPRAIL: _____ GATE FRAME: _____ LINE POST: _____ MISC.: _____ TERMINALS: _____ MISC.: _____</p>	<p><u>WOOD</u></p> <p>POSTS: _____ PICKETS: _____ RUNNERS: _____ #RUNNERS: _____</p>
---	--

- Keep Fence on Ground
 Top of Fence Straight
 Underground Obstacles
 Clearing

QTY.	DESCRIPTION	UNIT	AMT.	
155'	6' Industrial Ornamental Aluminum Fence			
3	5' wide gates with 2'x5' wide plate aluminum plates to accept Corbin Russwin panic hdw.			
	all 4x4 aluminum posts, 4 core drills		\$15,857	00
	Option to furnish and install Corbin Russwin lever type panic hardware with keyed cylinder		\$4,119	00

LAYOUT

License # CBC1256400			
DOWN PAYMENT OF \$ _____ DUE BEFORE START	TAX		
BALANCE OF \$ _____ DUE UPON COMPLETION	TOTAL PRICE		

SALESMAN Ted Strauss (850) 556-2025

AUTHORIZED BY: _____

This agreement contains all representations made to the buyer by the seller and Florida Fence & Deck Co, is not responsible for representations not expressly written herein. The property owner or his authorized agent not Florida Fence & Deck Co. is solely responsible for determining property boundary lines surveys and sections of fences. Florida Fence & Deck Co. is not responsible for damage to flowers, plants, trees, or shrubs, nor is it liable for underground obstructions (water lines, pipes, wires, etc). The undersigned agrees to pay all usual and customary costs of collection permitted by law including court costs and attorney fees. The undersigned agrees to pay 1-1/2% per month (18% annually) on the outstanding balance until payment is made in full, minimum \$1.50 finance charge each month.

270 Tall Timbers Road
 Thomasville, GA 31757
 (229) 226-1986
 (850) 556-1171
 (229) 227-6075 Fax

PERIMETER
FENCE & DECK
 PerimeterFenceandDeck.net

PROPOSAL	
Proposal #	1953
Date	1-24-13

Customer Information:

Billing Address:		Project Address:	
Company:	The School Board of Gadsden County, Florida	Company:	
Name:	Wayne Shepard—Director of Facilities	Name:	Stewart Street Elementary Office Area
Address:	35 MARTIN LUTHER KING, JR. BLVD.	Address:	749 South Stewart Street
City/State/Zip	QUINCY, FLORIDA 32351	City/State/Zip	Quincy, FL 32351
Telephone:	(850) 627-9651	Telephone:	
Fax:	(850) 627-2760	Fax:	

Order Information:

Qty	Product Description	Amount Each	Amount
1	<p>Furnish and install forty-six (46) feet of six (6) foot high industrial grade ornamental aluminum fence. This installation is from one building to another. Each building has a sidewalk. Included in this forty-six (46) feet is two (2) five (5) foot gates, one at each sidewalk. Gates are to be completely welded units with 2" x 4" outer frame. A piece of two (2) foot times five (5) foot plate aluminum welded on center of gate to accept (Corbin Russwin) lever type panic hardware for locking purposes. Gate post must be core drilled and filled with epoxy.</p> <p>Also furnish and install, with same specifications as above except for core drilling gate post (these can be dug and poured), one hundred nine (109) feet of fence including one five (5) foot gate.</p> <p>Fence panels should be 6 foot tall by 6 foot wide; rails 1.5" x 1.5"; pickets 1" x 1". Posts—4 inches by 9 feet (every post including lines and ends.), concrete foundation-10" x 3'</p>		
		TOTAL:	\$10,769.00

This agreement contains all representations made to the buyer by the seller and Perimeter Fence & Deck, is not responsible for representations not expressly written herein. The property owner or his authorized agent not Perimeter Fence & Deck is solely responsible for determining property boundary lines, surveys, and sections of fences. Perimeter Fence & Deck is not responsible for damage to flowers, plants, trees, or shrubs, nor is it liable for underground obstructions (water lines, pipes, wires, etc.) The undersigned agrees to pay all usual and customary costs of collection permitted by law including court costs and attorney fees. The undersigned agrees to pay 1-1/2% per month (18% annually) on the outstanding balance until payment is made in full, minimum \$1.50 finance charge each month.

AUTHORIZED BY: _____

DATE: _____

RS

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEM: Re-roofing Bid # 1213-13 Buildings 99-58 and 99-59
Gadsden Technical Institute

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: For Board approval of lowest and best bid for re-roofing buildings 99-58 and 99-59. Best base bid received by Commercial Roofing Company, LLC of Tallahassee, FL. Specifications prepared by Joel Sampson architect of Quincy, Florida. Please see attached.

FUND SOURCE: Capital Outlay

AMOUNT: \$21,525.00

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

2013 03 05 10:00 AM
Wayne Shepard

The School Board of Gadsden County



"Building A Brighter Future"

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

TO: Mr. Reginald James – Superintendent of Schools
W.S. FROM: Wayne Shepard – Director of Facilities
RE: Bid # 1213-13 Reroofing buildings 99-58 and 99-59 at Gadsden Technical Institute
DATE: February 15, 2013

We opened bids on February 14, 2013 at 2:05 p.m. EST for reroofing at Gadsden Technical Institute buildings 99-58 and 99-59. We received seven bids. Four packets were complete and qualified; the other three were incomplete therefore disqualified. Six contractors were in attendance at bid opening.

Commercial Roofing Company, LLC was the lowest and best bidder with an overall base bid price of \$21,525.00. The architect Joel Sampson confirmed this and I concur.

It is my recommendation that Commercial Roofing Company, LLC be awarded bid # 1213-13 respective to their lowest and best bid.

c.c Bonnie Wood
Rosalyn Smith

Audrey Lewis
DISTRICT NO. 1
HAVANA, FL 32333

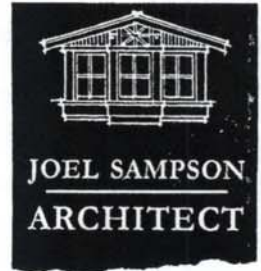
Judge B. Helms, Jr.
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

ISAAC SIMMONS, JR.
DISTRICT NO. 3
CHATTACHOOCHEE, FL 32324
GREENSBORO, FL 32330

Charlie D. Frost
DISTRICT NO. 4
GREENSBORO, FL 32330
QUINCY, FL 32352

ROGER P. MILTON
DISTRICT NO. 5
QUINCY, FL 32351

BOARD MEETS FOURTH TUESDAY OF EACH MONTH



**REROOFING PROJECT
BUILDINGS 99.58 AND 99.59 GADSDEN TECHNICAL INSTITUTE
GADSDEN COUNTY SCHOOL BOARD
JOEL SAMPSON ARCHITECT, INC.**

BIDDERS	BASE BID
✓ COMMERCIAL ROOFING COMPANY, LLC <i>Scott By</i>	\$ 21,525.00
EXTERIOR SPECIALTIES, INC. <i>al Kervable</i>	No Bid
JENKINS ROOFING, INC. <i>Ben Bowling</i>	\$ 26,564.00
NEW SOUTH SYSTEMS, INC. <i>J. S. W.</i>	\$ 34,900.00
✓ MIKE HARRELL ROOFING, INC.	\$ 23,760.00
✓ PARKER BROTHERS ROOFING, INC.	\$ 31,794.40
✓ SOUTHLAND ROWE ROOFING, INC.	\$ 23,800.00

Wayne Shepard 2-14-2013
Mary Lutter 2/14/2013
[Signature] 2/19/13

15 February 2013

Mr. Wayne Shepard, Facilities Director
Gadsden County School Board
805 South Stewart Street
Quincy, Florida 32351



Re: Re-roofing Project – Buildings 99.58 & 99.59
Gadsden Technical Institute

Dear Mr. Shepard:

We have reviewed the bid packages received February 14, 2013 for roofing construction of the above referenced project. Six bids and one "no bid" package were received and of these only four packages were complete. In reviewing the complete bids, Commercial Roofing Company, LLC is the apparent low bidder based on the base bid amount of \$21,525.00. See attached bid tabulation. The bid package requested a base bid amount and no alternates.

Commercial Roofing, LLC bid package is in order and complete and therefore we recommend acceptance of their bid for the project.

The bid is officially good for twenty calendar days from the bid date or until March 6, 2013. Please let me know the Board's intent in this matter.

If you have any questions, please contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Joel Sampson", is written over a horizontal line.

Joel Sampson
NCARB

BID TABULATION BID NO.: 1213-13 DATE: 2-14-2013



**REROOFING PROJECT
 BUILDINGS 99.58 AND 99.59 GADSDEN TECHNICAL INSTITUTE
 GADSDEN COUNTY SCHOOL BOARD
 JOEL SAMPSON ARCHITECT, INC.**

BIDDERS

BASE BID

BIDDERS	BASE BID	
COMMERCIAL ROOFING COMPANY, LLC	\$21,525.00	
EXTERIOR SPECIALTIES, INC.	No bid	
JENKINS ROOFING, INC.	\$26,564.00	disqualified - bid package incomplete
NEW SOUTH SYSTEMS, INC.	\$34,900.00	disqualified - bid package incomplete
MIKE HARRELL ROOFING, INC.	\$23,760.00	
PARKER BROTHERS ROOFING, INC.	\$31,794.00	
SOUTHLAND ROWE ROOFING, INC.	\$23,800.00	

00310

BID FORM

BID FOR LUMP SUM CONTRACTS

Owner: GADSDEN COUNTY SCHOOL BOARD

Date: February 14, 2013

Project: BID NO. 1213-13
REROOFING PROJECT at GADSDEN TECHNICAL INSTITUTE
PORTABLE BUILDINGS 99.58 & 99.59

Proposal of Commercial Roofing Company, LLC (hereinafter called "Bidder")
a Limited Liability Company (corporation/ a partnership/an individual) doing business as (strike
out inapplicable terms):

To the Gadsden County School Board (hereinafter called "Owner")

The Bidder, in compliance with your Invitation to Bid and Instruction To Bidders for the construction of:

REROOFING PROJECT at GADSDEN TECHNICAL INSTITUTE
PORTABLE BUILDINGS 99.58 & 99.59

having examined the plans and specifications with related documents and the site of the proposed work, and being familiar with all of the conditions surrounding the construction of the proposed project including, but not limited to, the availability of materials and labor and all matters referred to in the Contract Documents and Bid Package, hereby proposes to furnish all labor, materials, and supplies; and to construct the project in accordance with the Contract Documents, within the time set forth therein, and at the prices stated below. These prices are to cover all expenses incurred in performing the Work required under the Contract Documents, of which this bid is a part.

Bidder hereby agrees to commence Work under the Contract Documents following the Owner's written "Notice to Proceed" and substantially complete the project during a nine day window being March 16 – 24, 2013, weather permitting.

Bidder further agrees to pay as liquidated damages, the sum of Two Hundred and no/100 dollars (\$200.00) for each consecutive calendar day thereafter.

Bidder acknowledges receipt of the following addendum:

Addendum No. Dated
Addendum 1 February 13, 2013

BASE BID: Bidder agrees to perform all of the work described in the Specifications and shown on the Drawings for the sum of

Twenty-One Thousand Five Hundred Twenty-Five and no/100 Dollars (\$21,525.00)

(Amount shall be shown in both words and figures. In case of discrepancy, the amount shown in words will govern.)

UNIT PRICES:

Provide on the Attachment "A" form, unit pricing for items listed.

Bidder understands that the Owner reserves the right to reject any or all bids and to waive any technical irregularities in the bidding or the bid process.

The Bidder agrees that this bid shall be good and may not be withdrawn for a period of twenty (20) calendar days after the opening of bids.

Upon receiving written notice of the acceptance of this bid, Bidder will execute the Contract Documents and provide all Certificates of Insurance within ten (10) days thereof.

The bid guarantee attached in the sum of

One Thousand Seventy-Six dollars and 25 Cents (\$1,076.25)

Shall become property of the Owner in the event the Contract Documents are not executed, or the required Certificates of Insurance are not provided to the Owner, within the time requirements set forth above as liquidated damages for the delay and additional expense to the Owner caused thereby.

Florida Construction Industries Licensing Board Certification

Keith Devan Logan / Commercial Roofing Company, LLC

(Name of Holder)

CCC1327357

(Certificate Number)

In witness thereof, the Bidder has hereunto set his signature and affixed his seal this 14th day of February, 2013.

_____(SEAL)

By: 

Title: President

ATTACHMENT A

BID SCHEDULE

NO.	ITEM	UNIT	UNIT PRICE	AMOUNT	TOTAL PRICE
1	Deteriorated Plywood Deck Removal, Disposal and Replacement with- 3/4" Plywood Deck	Sq.ft.	\$4.00 per sq ft	n/a	n/a
2	Deteriorated Wood Framing Removal, Replacement & Disposal – match size & species of existing unless specified otherwise	Bd. Ft.	\$8.00 per sq ft	n/a	n/a

Note: Prior to replacement of damaged roofing or wood substructure, the Contractor shall consult with the Architect and obtain approval on the extent of replacement prior to implementing the work.

END OF SECTION

**BID FORM
00310-3**



ADDENDUM NO.1

**PROJECT: REROOFING PROJECT
BUILDINGS 99.58 & 99.59
GADSDEN TECHNICAL INSTITUTE**

OWNER: GADSDEN COUNTY SCHOOL BOARD

DATE: FEBRUARY 13, 2013

This Addendum forms a part of the Contract Documents and modifies the original Drawings and Specifications, dated 2-1-13 as noted below. All Contractors shall acknowledge receipt of the Addendum in the available space on the Bid Form. Failure to do so may subject Bidder to disqualification.

GENERAL

ITEM #1-1

PROJECT MANUAL - Refer SECTION 07540 TPO ROOFING SYSTEM.
The following is provided as clarification. The roofing insulation shall be 1" polyisocyanurate (no high density fiber board is required).

Section 07540, Part 2, 2.4.B.

Delete entirety of verbage under "B., B.1, B.2 and B.3"

ITEM #1-2

PROJECT MANUAL - Refer SECTION 07540 TPO ROOFING SYSTEM.
Delete the following from the specification regarding wood substrate and penetration.

Section 07540, Part 3, 3.2.E.

Delete - "(1" minimum)" from the sentence.

Section 07540, Part 3, 3.5, Paragraph I.

Delete entire Paragraph I.

END OF ADDENDUM NO. 1

ADDENDUM NO.1

Page 1

212 North Adams Street Quincy, Florida 32351 office 850-875-4348 fax 850-875-1116

SWORN STATEMENT PURSUANT TO

SECTION 287.133(3)(a), FLORIDA STATUTES, ON ENTITY CRIMES

This sworn statement is submitted to The School Board of Gadsden County, Florida

By Keith Logan, President
(print individual's name and title)

For Commercial Roofing Company, LLC
(print name of entity submitting sworn statement)

whose business address is:

P.O. Box 20068
Tallahassee, FL 32316

and (if applicable) its Federal Employer Identification number (FEIN) is: 20-4716840

If the entity has no FEIN, include the Social Security number of the Individual signing this sworn Statement _____

1. I understand that a "public entity crime" as defined in Paragraph 287.133(1)(g), Florida Statutes, means a violation of any state or federal law by a person with respect to and directly related to the transaction of business with any public entity or with an agency or political subdivision of any other state or with the United States, including, but not limited to, any bid or contract for goods or services to be provided to any public entity or an agency or political subdivision or any other state or of the United States and involving antitrust, fraud, theft, bribery, collusion, racketeering, conspiracy, or material misrepresentation.
2. I understand that "convicted" or "conviction" as defined in Paragraph 287.133(1)(b), Florida Statutes, means a finding of guilt or a conviction of a public entity crime, with or without an adjudication of guilt, in any federal or state trial court of record relating to charges brought by indictment or information after July 1, 1989, as a result of jury verdict, nonjury trial, or entry of a plea of guilty or nolo contendere.
3. I understand that an "affiliate" as defined in Paragraph 287.133(1)(a), Florida Statutes, means:
 - A. A predecessor or successor of a person convicted of a public entity crime; or
 - B. An entity under the control of any natural person who is active in the management of the entity and who has been convicted of a public entity crime. The term "affiliate" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in the management of an affiliate. The ownership by one person of shares constituting a controlling interest in another person or a pooling of equipment or income among persons when not for fair market value under an arm's length agreement shall be a prima facie case that one person controls another person. A person who knowingly enters into a joint venture with a person who has been convicted of a public entity crime in Florida during the preceding thirty-six (36) months shall be considered an affiliate.
 - C. I understand that a "person" as defined in Paragraph 287.133.(1)(e), Florida Statutes, means any natural person or entity organized under the laws of any state or of the United States with the legal power to enter into a binding contract and which bids or applies to bid on contracts for the provision of goods or services let by a public entity, or which otherwise transacts or applies to transact business with a public entity. The term "person" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in management of an entity.

4. The statement, which I have marked below, is true in relation to the entity submitting this sworn statement. (indicate which statement applies).

Neither the entity submitting this sworn statement, nor any of its officers, directors, executives, partners, shareholders, employees, members, or agents who are active in the management of the entity, nor any affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989.

The entity submitting this sworn statement, or one or more of its officers, directors, executives, partners, shareholders, employees, members, or agents who are active in the management of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989.

The entity submitting this sworn statement, or one or more of its officers, directors, executives, partners, shareholders, employees, members, or agents who are active in the management of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989. However, there has been a subsequent proceeding before a Hearing Officer of the State of Florida, Division of Administrative Hearings and the Final Order entered by the Hearing Officer determined that it was not in the public interest to place the entity submitting this sworn statement on the convicted vendor list. (attach a copy of the final order).

I UNDERSTAND THAT THE SUBMISSION OF THIS FORM TO THE CONTRACTING OFFICER FOR THE PUBLIC ENTITY IDENTIFIED IN PARAGRAPH ONE (1) ABOVE IS FOR THAT PUBLIC ENTITY ONLY AND, THAT THIS FORM IS VALID THROUGH DECEMBER 31 OF THE CALENDER YEAR IN WHICH IT IS FILED.

I ALSO UNDERSTAND THAT I AM REQUIRED TO INFORM THE PUBLIC ENTITY PRIOR TO ENTERING INTO A CONTRACT IN EXCESS OF THE THRESHOLD AMOUNT PROVIDED IN SECTION 287.017, FLORIDA STATUTES, FOR CATEGORY TWO OF ANY CHANGE IN THE INFORMATION CONTAINED IN THIS FORM.

[Handwritten Signature]
Signature

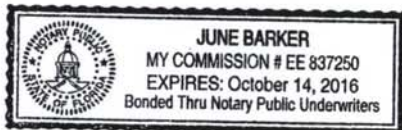
Commercial Roofing Company LLC For

STATE OF Florida
COUNTY OF WAKULLA

Sworn to or affirmed and signed before me on this 13th day of February, 2013

June Barker
NOTARY PUBLIC - STATE OF FLORIDA

June BARKER
Print, type, or stamp commissioned name of notary



personally known
 produced identification
Type of identification produced _____

MINORITY-OWNED FIRM OR COMPANY

I (we) do hereby certify that my (our) business qualifies as a minority-owned firm or company. Please check one of the following applicable:

- BLACK
- HISPANIC
- AMERICAN INDIAN-ALASKAN NATIVE
- FEMALE
- PHYSICALLY OR MENTALLY DISABLED
- ASIAN-PACIFIC ISLANDER

SIGNATURE: _____ DATE: _____

PRINT NAME: _____

NAME OF BUSINESS: _____

ADDRESS: _____

Non-Minority Firm or Company

I (we) do hereby certify that my (our) business does not qualify as a minority-owned firm or company.

SIGNATURE: *Keith Logan*

PRINT NAME: Keith Logan

NAMES OF BUSINESS: Commercial Roofing Company, LLC

ADDRESS: P.O. Box 20068

Tallahassee, FL 32316

NOTE: Pursuant to Section 289.094, Florida Statutes, it is unlawful for any individual to falsely represent any entity as a minority-owned firm or company for purpose of qualifying for certification as such an enterprise under any program, which, in compliance with federal law, is designed to assist minority-owned firms or companies in receipt of contracts for the provision of goods and services.

***NOTE: THIS CERTIFICATION MUST BE SIGNED AND RETURNED WITH YOUR BID IN ORDER FOR YOUR BID TO BE VALID.**

COMMERCIAL ROOFING CO. LLC

**TRUST YOUR INVESTMENT TO A
LICENSED & INSURED CONTRACTOR.**

CCC1327357

P.O. BOX 20068
TALLAHASSEE, FLORIDA 32316
PHONE (850) 576-7890
CELL (850) 567-3664
FAX (850) 926-4441
crcoffice@commercialroofingco.net
www.commercialroofingco.net

February 14, 2013

Joel Sampson Architect, Inc.
212 N. Adams Street
Quincy, FL 32351

RE: Gadsden Technical Institute

Dear Mr. Sampson:

Commercial Roofing Company if awarded the reroof project of Gadsden Technical Institute Portable Buildings 99.58 & 99.59 will use the Mule Hide TPO Products as specified in the specifications. Our company has been installing Mule Hide TPO Products since January 2007, however our Project Manager for this job which attended Carter Parramore Middle School and Shanks High School, has been installing Mule Hide TPO Products since 1994. The products will be purchased from the ABC Supply Company located in (Gadsden County) Midway, Florida.

All work will be performed by Commercial Roofing Company employees, 30% of which reside in Gadsden County.

Thank you for your consideration in using our company for this project. Our company has valued you as a customer for the last 26 years.

Sincerely,

Keith Logan
President





MULE-HIDE PRODUCTS CO., INC.

"The name trusted in roofing since 1906"

January 14, 2013

Commercial Roofing Co, LLC
P.O. Box 20068
Tallahassee, FL 32316

RE: Warranty Eligibility

To Whom It May Concern:

This letter is to confirm that **Commercial Roofing Co, LLC** is an authorized warranty eligible applicator of Mule-Hide Products Co., Inc. Their eligibility number is **5226**. They are eligible to apply for Standard and Premium Warranties if the project is completed to the specifications stated by Mule-Hide Products Co., Inc.

Should you have any questions, please feel free to contact Kathy Pacelli, the Mule-Hide Regional Representative, at 407-718-2014 or myself at the corporate office.

Sincerely,

MULE-HIDE PRODUCTS CO., INC.

Stacie Gentry
Training and Warranty Program Coordinator

CONTRACTOR EXPERIENCE FORM

PROVIDE A LIST OF A MINIMUM OF TWELVE COMPLETED PROJECTS (WHICH USED THE PROJECT SPECIFIED TYPE OF ROOFING) FROM THE LAST FIVE YEARS. ONLY PROJECT USING THE SPECIFIED TYPE SHALL BE CONSIDERED. Information provided shall be used as part of the contractor's qualifications evaluation for the project.
use additional sheets if necessary

PROJECT/LOCATION	CONTRACT AMOUNT	ROOFING MATERIAL	CLIENT/CONTACT	DATE COMPLETED
Boardwalk Panama City Beach, Florida	\$122,800.00	Mule-Hide/TPO	Royal American Hospitality	2/6/2012
Gadsden County Records Center Gadsden, Florida	\$56,065.00	Mule-Hide/TPO	Gadsden County Board of Commissioners	11/9/2011
Panera Bread Tallahassee, Florida	\$25,200.00	Mule-Hide/TPO	Maggar Management	8/25/2011
First Baptist Church of Quincy Quincy, Florida	\$55,000.00	Mule-Hide/TPO	Joel Sampson Architect	5/23/2011
Guy A. Race Judicial Complex Quincy, FL	\$93,850.00	Mule-Hide/TPO	Joel Sampson Architect	4/5/2011
Tractor Supply, Brooksville, FL	\$44,000.00	Mule-Hide/TPO	Daryl Ristow Roofing	10/15/2010
Residence of Whispering Pines 2731 Blairstone Rd., Tallahassee, FL	\$124,464.00	Mule-Hide/TPO	Mike Boggess	1/12/2010
Dollar General Store Marianna, Florida	\$83,600.00	Mule-Hide/TPO	CMI of Naples Dean Provelos	10/5/2009
Talquin Electric Cooperative Quincy, FL	\$85,853.00	Mule-Hide/TPO	Ram Construction Mark Phillips	9/30/2009
FSU State Hospital Chattahoochee, FL	\$35,600.00	Johns Manville/TPO	Dept. of Children and Families, Bill Bridges	3/30/2009
Gadsden County Courtroom Exp	\$55,900.00	Mule-Hide/TPO	Southern Triad Const. Jeff	1/20/2009
Cedars Executive Center 2639 N. Monroe Street	\$266,700.00	Mule-Hide/TPO	Obrien/Silvestri Const. Ken Silvestri	1/9/2009
WACO Drug Store, Marianna, FL	\$66,880.00	Mule-Hide/TPO	First Choice Roofing, Paul	12/29/2008
TDS Telecommunications Quincy, FL	\$39,100.00	Mule-Hide/TPO	TDS, Mike Huber	12/17/2008
Havana Elementary	\$45,475.00	Mule-Hide/TPO	Gadsden County School Wayne Sheppard	6/11/2008
All American Ford Magnolia Drive, Tallahassee	\$188,200.00	Mule-Hide/TPO	All American Ford Mike Dallet	5/16/2008
Seminole Residence Tallahassee, FL	\$214,450.00	Mule-Hide/TPO	HBI Contractors GA Burden Jr.	5/8/2008



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
02/13/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Bouchard Insurance for WBS P.O.Box 6090 Clearwater, FL 33758-6090	CONTACT NAME: PHONE (A/C, No, Ext): (866) 293-3600 ext. 623 FAX (A/C, No): E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
INSURED Workforce Business Services, Inc. Alt. Emp: Commercial Roofing Company LLC 1401 Manatee Ave. West Ste 600 Bradenton, FL 34205-6708	INSURER A: American Zurich Insurance Company	NAIC # 40142
	INSURER B:	
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

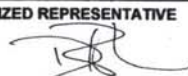
COVERAGES **CERTIFICATE NUMBER:** 12FL079807672 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	GENERAL LIABILITY <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC					EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COM/POP AGG \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS					COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$					EACH OCCURRENCE \$ AGGREGATE \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y / N If yes, describe under DESCRIPTION OF OPERATIONS below	N/A	WC 90-00-818-02	12/31/2012	12/31/2013	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
			Location Coverage Period:	12/31/2012	12/31/2013	Client# 051665

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Coverage is provided for only those employees leased to but not subcontractors of:
 Commercial Roofing Company LLC
 7110 W Tennessee St
 Tallahassee, FL 32304

CERTIFICATE HOLDER Gadsden County School Board 35 Martin Luther King, Jr. Blvd. Quincy, FL 32351	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
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COMMROO-03

FORDT

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

2/13/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Insurance Office of America - LKL 4223 S Pipkin Road, Suite 200 Lakeland, FL 33811	CONTACT NAME: Sheri Thornton PHONE (A/C, No, Ext): (863) 683-5565 E-MAIL ADDRESS: Sheri.Thornton@ioausa.com	FAX (A/C, No): (863) 683-5560
	INSURER(S) AFFORDING COVERAGE	
INSURED Commercial Roofing Co., LLC P O Box 20068 Tallahassee, FL 32316	INSURER A : Canal Indemnity Co	NAIC # 27790
	INSURER B : Commerce & Industry Insurance Company	19410
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES**CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY			GL102819	3/16/2012	3/16/2013	EACH OCCURRENCE \$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 50,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR						MED EXP (Any one person) \$ 5,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						PERSONAL & ADV INJURY \$ 1,000,000
	<input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						GENERAL AGGREGATE \$ 2,000,000
							PRODUCTS - COMP/OP AGG \$ 2,000,000
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident) \$
	<input type="checkbox"/> ANY AUTO						BODILY INJURY (Per person) \$
	<input type="checkbox"/> ALL OWNED AUTOS		<input type="checkbox"/> SCHEDULED AUTOS				BODILY INJURY (Per accident) \$
	<input type="checkbox"/> HIRED AUTOS		<input type="checkbox"/> NON-OWNED AUTOS				PROPERTY DAMAGE (PER ACCIDENT) \$
							\$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB			BE080737442	3/16/2012	3/16/2013	EACH OCCURRENCE \$ 1,000,000
	<input checked="" type="checkbox"/> EXCESS LIAB						AGGREGATE \$
	<input type="checkbox"/> CLAIMS-MADE						Aggregate \$ 1,000,000
	DED <input type="checkbox"/> RETENTION \$						WC STATUTORY LIMITS <input type="checkbox"/> OTH-ER <input type="checkbox"/>
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						E.L. EACH ACCIDENT \$
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)		<input type="checkbox"/> Y / <input type="checkbox"/> N	N/A			E.L. DISEASE - EA EMPLOYEE \$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER**CANCELLATION**

Gadsden County School Board 35 Martin Luther King Blvd Quincy, FL 32351	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
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WARNING - THIS CHECK IS PROTECTED BY SPECIAL SECURITY GUARD PROGRAM™ FEATURES



735205

Date: 2/14/13

Office: 0003

REMITTER COMMERCIAL ROOFING COMPANY

PAY TO THE ORDER OF EXACTLY **1,076 AND 25/100 DOLLARS GADSDEN COUNTY SCHOOL BOARD

\$1,076.25

CASHIER'S CHECK

THE PURCHASE OF AN INDEMNITY BOND WILL BE REQUIRED BEFORE ANY CASHIER'S CHECK OF THIS BANK WILL BE REPLACED OR REFUNDED IN THE EVENT IT IS LOST, IMPROPERLY OBTAINED OR STOLEN.


AUTHORIZED SIGNATURE

SECURE FEATURES INCLUDE INVISIBLE FIBERS • PRISMATIC PANTOGRAPH • ENDORSEMENT & ARTIFICIAL WATERMARK ON BACKER • BROWNSTAIN CHEMICAL REACTANT

⑈0000735205⑈ ⑆063100688⑆ 03100305811⑈

Re Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10c

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEM: **Certification of Facilities Data**

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: Facilities staff has checked and verified that the Florida Inventory of School House (F.I.S.H.) data for our district is correct and accurate. Asking the Board to approve this item so that we will comply by April 1, 2013, with FL Statutes 1013.31 (1)(d) and the State Requirements for Educational Facilities (SREF) 6.1(7) ©.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

Note: The CD contains reports for the following facilities:

- Herant Street # 0201*
- West Haddden # 0051*
- CPA # 0231*
- Chattahoochee Elem # 0151*
- East Haddden # 0071*
- Haddden Magnet*
- Greensboro Elem # 0141*
- Dretna Elem # 0171*
- Havana Elem # 0091*
- Havana Middle # 0061*
- Shanks Middle # 0211*
- # 0211*

2013 MAR -8 11:38:28



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

ORGANIZATION: 20-GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: M D WALKER ADMINISTRATIVE CENTER

FACILITY USE: ALL

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 15-F M D WALKER ADMINISTRATIVE CENTER

Primary Use: COUNTY
ADMINISTRATION

Grades Housed: CA - CA

DOE Validation Date: 5/3/2010

Capital Outlay Classification: ANCILLARY RECOMMENDED FOR CONTINUED
USE

MASTER SCHOOL ID

MSID	Name	Status
9001	GADSDEN COUNTY SUPERINTENDENT'S OFFICE	Default

CAPITAL OUTLAY FTE

SCHOOL CAPACITY

SCHOOL CAPACITY	YEAR ROUND CAPACITY	UTILIZATION FACTOR	PRIMARY USE
0	0	0.00	COUNTY ADMINISTRATION



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

PARCEL: 17

35 EXPERIMENT STATION ROAD

QUINCY, FL 32351

Parking: DEVELOPED	Owner: SCHOOL BOARD	Fire: 5
Athletic: NO ATHLETIC FACILITY	Water: PUBLIC	Police: COMBINATION
Sewage: PUBLIC	Plan: COMBINATION OF 1-7	Drainage: ADEQUATE
Landscape: DEVELOPED	Playground: NO PARK/PUBLIC ACCESS	Acreage: 22.00
Date Acquired: 1/1/1958		Lease Expiration Date:

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 15-F M D WALKER ADMINISTRATIVE CENTER

BUILDING: 1 - Building Number 00001

Owner: SCHOOL BOARD	Light: ADEQUATE	Cooling: CENTRAL
Use: COUNTY ADMINISTRATION	Mech Vent: NONE	Heat Source: GAS
Year Constructed: 1973	Artificial Lighting: SHIELDED FLORESCENT	Heat Distribution: CENTRAL HOT AIR
Year Modified:	Educational TV: NONE	Heat Capacity: ADEQUATE
Average Age NSF: 1973	Intercom: TWO WAY COMPLETE	Walls: BRICK
Relocatable Units: 0	Telephone: COMPLETE TO ALL ROOMS	Struct Comp: STEEL
Stories: 1		Corridor: DOUBLE INSIDE

ROOM	NET SQ FT	DESIGN CODE	DESCRIPTION	STU STA	FLR LOC	FLOOR COVER	YEAR CONST	CONDITION	BLDG	PAR	FAC
001	343	400	SUPERINTENDENTS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
002	209	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
003	208	408	BUSINESS OPERATIONS WORK AREA	0	01	CARPET	1973	SATISFACTORY	1	17	15



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

004	147	408	BUSINESS OPERATIONS WORK AREA	0	01	CARPET	1973	SATISFACTORY	1	17	15
005	180	408	BUSINESS OPERATIONS WORK AREA	0	01	CARPET	1973	SATISFACTORY	1	17	15
006	180	408	BUSINESS OPERATIONS WORK AREA	0	01	CARPET	1973	SATISFACTORY	1	17	15
007	150	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
008	210	424	DIRECTORS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
009	265	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
012	26	825	ANCILLARY RESTROOM (FEMALE)	0	01	CERAMIC TILE	1973	SATISFACTORY	1	17	15
012A	10	418	ANCILLARY ADMINISTRATIVE STORAGE	0	01	CARPET	1973	SATISFACTORY	1	17	15
013	425	405	VAULT	0	01	COMPOSITION TILE	1973	SATISFACTORY	1	17	15
013A	144	418	ANCILLARY ADMINISTRATIVE STORAGE	0	01	CARPET	1973	SATISFACTORY	1	17	15
013B	145	426	GENERAL ANCILLARY OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
014	563	700	INSIDE CIRCULATION	0	01	CARPET	1973	SATISFACTORY	1	17	15
015	240	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	COMPOSITION TILE	1973	SATISFACTORY	1	17	15
017	266	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
018	74	404	ANCILLARY RECEPTION AREA	0	01	CARPET	1973	SATISFACTORY	1	17	15
019	76	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
021	77	702	MECHANICAL ROOM	0	01	CONCRETE	1973	SATISFACTORY	1	17	15
022	112	703	ELECTRICAL ROOM	0	01	CONCRETE	1973	SATISFACTORY	1	17	15
023	800	700	INSIDE CIRCULATION	0	01	CARPET	1973	SATISFACTORY	1	17	15
024	290	404	ANCILLARY RECEPTION AREA	0	01	CARPET	1973	SATISFACTORY	1	17	15
024A	284	404	ANCILLARY RECEPTION AREA	0	01	CARPET	1973	SATISFACTORY	1	17	15
024B	130	426	GENERAL ANCILLARY OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
025	104	824	ANCILLARY RESTROOM (MALE)	0	01	QUARRY TILE	1973	SATISFACTORY	1	17	15
026	35	418	ANCILLARY ADMINISTRATIVE STORAGE	0	01	COMPOSITION TILE	1973	SATISFACTORY	1	17	15



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

027	113	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	COMPOSITION TILE	1973	SATISFACTORY	1	17	15
028	51	418	ANCILLARY ADMINISTRATIVE STORAGE	0	01	COMPOSITION TILE	1973	SATISFACTORY	1	17	15
029	104	825	ANCILLARY RESTROOM (FEMALE)	0	01	QUARRY TILE	1973	SATISFACTORY	1	17	15
030	35	416	ANCILLARY CUSTODIAL SERVICES	0	01	COMPOSITION TILE	1973	SATISFACTORY	1	17	15
031	1155	420	SCHOOL BOARD MEETING ROOM	0	01	CARPET	1973	SATISFACTORY	1	17	15
032	73	824	ANCILLARY RESTROOM (MALE)	0	01	QUARRY TILE	1973	SATISFACTORY	1	17	15
033	8	418	ANCILLARY ADMINISTRATIVE STORAGE	0	01	COMPOSITION TILE	1973	SATISFACTORY	1	17	15
034	154	421	ANCILLARY STAFF LOUNGE	0	01	CARPET	1973	SATISFACTORY	1	17	15
035	73	825	ANCILLARY RESTROOM (FEMALE)	0	01	QUARRY TILE	1973	SATISFACTORY	1	17	15
036	123	703	ELECTRICAL ROOM	0	01	CONCRETE	1973	SATISFACTORY	1	17	15
037	640	700	INSIDE CIRCULATION	0	01	CARPET	1973	SATISFACTORY	1	17	15
038	224	406	ASSISTANT SUPERINTENDENTS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
039	152	700	INSIDE CIRCULATION	0	01	CARPET	1973	SATISFACTORY	1	17	15
040	443	401	ANCILLARY CONFERENCE ROOM	0	01	CARPET	1973	SATISFACTORY	1	17	15
041	160	401	ANCILLARY CONFERENCE ROOM	0	01	CARPET	1973	SATISFACTORY	1	17	15
042	281	404	ANCILLARY RECEPTION AREA	0	01	CARPET	1973	SATISFACTORY	1	17	15
042A	112	424	DIRECTORS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
042B	116	424	DIRECTORS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
043	168	403	ANCILLARY SECRETARIAL/CLERICAL OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
044	346	700	INSIDE CIRCULATION	0	01	CARPET	1973	SATISFACTORY	1	17	15
045	300	406	ASSISTANT SUPERINTENDENTS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
047	120	424	DIRECTORS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
048	120	424	DIRECTORS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
049	120	424	DIRECTORS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

050	120	424	DIRECTORS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
051	120	424	DIRECTORS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
052	148	424	DIRECTORS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
053	416	404	ANCILLARY RECEPTION AREA	0	01	CARPET	1973	SATISFACTORY	1	17	15
055	97	424	DIRECTORS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
056	97	424	DIRECTORS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
057	97	424	DIRECTORS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
058	155	424	DIRECTORS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
059	136	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
060	152	424	DIRECTORS OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
061	80	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
062	80	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
063	197	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
064	180	418	ANCILLARY ADMINISTRATIVE STORAGE	0	01	CARPET	1973	SATISFACTORY	1	17	15
065	376	428	OTHER ANCILLARY ADMINISTRATIVE SUPPORT	0	01	CONCRETE	1973	SATISFACTORY	1	17	15
066	293	502	DATA PROCESSING EQUIPMENT	0	01	CARPET	1973	SATISFACTORY	1	17	15
067	261	502	DATA PROCESSING EQUIPMENT	0	01	CARPET	1973	SATISFACTORY	1	17	15
068	117	502	DATA PROCESSING EQUIPMENT	0	01	CARPET	1973	SATISFACTORY	1	17	15
069	187	504	OFF-LINE EQUIPMENT	0	01	CARPET	1973	SATISFACTORY	1	17	15
070	92	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
071	92	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
072	92	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
073	92	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
074	138	824	ANCILLARY RESTROOM (MALE)	0	01	CERAMIC TILE	1973	SATISFACTORY	1	17	15



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

075	138	825	ANCILLARY RESTROOM (FEMALE)	0	01	CERAMIC TILE	1973	SATISFACTORY	1	17	15
076	128	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
077	630	604	ANCILLARY MEDIA PROCESSING	0	01	CARPET	1973	SATISFACTORY	1	17	15
077A	86	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
078	110	605	ANCILLARY AUDIO VISUAL EQUIPMENT	0	01	CARPET	1973	SATISFACTORY	1	17	15
079	179	605	ANCILLARY AUDIO VISUAL EQUIPMENT	0	01	CARPET	1973	SATISFACTORY	1	17	15
080	1410	427	STAFF DEVELOPMENT/INSTRUCTION	0	01	CARPET	1973	SATISFACTORY	1	17	15
081	125	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
082	110	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1973	SATISFACTORY	1	17	15
083	36	416	ANCILLARY CUSTODIAL SERVICES	0	01	CARPET	1973	SATISFACTORY	1	17	15
084	262	418	ANCILLARY ADMINISTRATIVE STORAGE	0	01	CARPET	1973	SATISFACTORY	1	17	15
085	567	700	INSIDE CIRCULATION	0	01	CARPET	1973	SATISFACTORY	1	17	15

	Satisfactory		Unsatisfactory		Failed Standards		Scheduled For Replacement	
	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations
Permanent	18,480	0	0	0				
TOTAL	18,480	0	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 15-F M D WALKER ADMINISTRATIVE CENTER

BUILDING: 3 - Building Number 00003

Owner: SCHOOL BOARD	Light: ADEQUATE	Cooling: INDIVIDUAL UNITS
Use: WAREHOUSE	Mech Vent: NONE	Heat Source: ELECTRIC
Year Constructed: 1977	Artificial Lighting: COMBINATION OF 1-6	Heat Distribution: ZONE HOT AIR
Year Modified:	Educational TV: NONE	Heat Capacity: ADEQUATE
Average Age NSF: 1977	Intercom: NONE	Walls: BRICK
Relocatable Units: 0	Telephone: PARTIAL SYSTEM	Struct Comp: STEEL
Stories: 1		Corridor: SINGLE OUTSIDE

ROOM	NET SQ FT	DESIGN CODE	DESCRIPTION	STU STA	FLR LOC	FLOOR COVER	YEAR CONST	CONDITION	BLDG	PAR	FAC
001	4682	510	WAREHOUSE STORAGE	0	01	CONCRETE	1977	SATISFACTORY	3	17	15
001A	110	403	ANCILLARY SECRETARIAL/CLERICAL OFFICE	0	01	CARPET	1977	SATISFACTORY	3	17	15
001B	110	403	ANCILLARY SECRETARIAL/CLERICAL OFFICE	0	01	CARPET	1977	SATISFACTORY	3	17	15
001C	188	403	ANCILLARY SECRETARIAL/CLERICAL OFFICE	0	01	CARPET	1977	SATISFACTORY	3	17	15
002	27	700	INSIDE CIRCULATION	0	01	CARPET	1977	SATISFACTORY	3	17	15
003	155	424	DIRECTORS OFFICE	0	01	CARPET	1977	SATISFACTORY	3	17	15
004	121	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1977	SATISFACTORY	3	17	15
005	29	825	ANCILLARY RESTROOM (FEMALE)	0	01	QUARRY TILE	1977	SATISFACTORY	3	17	15
006	29	824	ANCILLARY RESTROOM (MALE)	0	01	QUARRY TILE	1977	SATISFACTORY	3	17	15
007	363	419	ANCILLARY FLAMMABLE STORAGE	0	01	CONCRETE	1977	SATISFACTORY	3	17	15
008	5440	510	WAREHOUSE STORAGE	0	01	CONCRETE	1977	SATISFACTORY	3	17	15
009	4892	510	WAREHOUSE STORAGE	0	01	CONCRETE	1977	SATISFACTORY	3	17	15



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

010	547	515	CENTRAL KITCHEN	0	01	CONCRETE	1977	SATISFACTORY	3	17	15
011	2250	515	CENTRAL KITCHEN	0	01	CONCRETE	1977	SATISFACTORY	3	17	15
012	1094	515	CENTRAL KITCHEN	0	01	CONCRETE	1977	SATISFACTORY	3	17	15
013	1350	701	COVERED WALKWAY	0	01	CONCRETE	1977	SATISFACTORY	3	17	15

	Satisfactory		Unsatisfactory		Failed Standards		Scheduled For Replacement	
	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations
Permanent	21,387	0	0	0				
TOTAL	21,387	0	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 15-F M D WALKER ADMINISTRATIVE CENTER

BUILDING: 4 - Building Number 00004

Owner: SCHOOL BOARD	Light: ADEQUATE	Cooling: INDIVIDUAL UNITS
Use: MULTIPLE USE SUPPORT	Mech Vent: ADEQUATE	Heat Source: GAS
Year Constructed: 1961	Artificial Lighting: COMBINATION OF 1-6	Heat Distribution: ZONE HOT AIR
Year Modified:	Educational TV: NONE	Heat Capacity: ADEQUATE
Average Age NSF: 1962	Intercom: NONE	Walls: BRICK
Relocatable Units: 0	Telephone: PARTIAL SYSTEM	Struct Comp: COMBINATION OF 1-3
Stories: 1		Corridor: SINGLE INSIDE

ROOM	NET SQ FT	DESIGN CODE	DESCRIPTION	STU STA	FLR LOC	FLOOR COVER	YEAR CONST	CONDITION	BLDG	PAR	FAC
001	2472	594	ANCILLARY SUPPORT STORAGE	0	01	CARPET	1961	SATISFACTORY	4	17	15
001A	360	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1961	SATISFACTORY	4	17	15
001B	334	605	ANCILLARY AUDIO VISUAL EQUIPMENT	0	01	COMPOSITION TILE	1961	SATISFACTORY	4	17	15
001C	42	825	ANCILLARY RESTROOM (FEMALE)	0	01	COMPOSITION TILE	1961	SATISFACTORY	4	17	15
001D	39	824	ANCILLARY RESTROOM (MALE)	0	01	COMPOSITION TILE	1961	SATISFACTORY	4	17	15
001E	165	421	ANCILLARY STAFF LOUNGE	0	01	COMPOSITION TILE	1961	SATISFACTORY	4	17	15
001F	132	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1961	SATISFACTORY	4	17	15
001G	1110	570	AIR CONDITIONING SHOP	0	01	CONCRETE	1961	SATISFACTORY	4	17	15
001H	84	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1961	SATISFACTORY	4	17	15
001K	1091	594	ANCILLARY SUPPORT STORAGE	0	01	WOOD	1961	SATISFACTORY	4	17	15
002	356	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	COMPOSITION TILE	1961	SATISFACTORY	4	17	15
002A	260	418	ANCILLARY ADMINISTRATIVE STORAGE	0	01	CONCRETE	1961	SATISFACTORY	4	17	15



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

003	600	545	ELECTRICAL SHOP	0	01	CONCRETE	1961	SATISFACTORY	4	17	15
004	1638	520	CARPENTRY SHOP	0	01	CONCRETE	1961	SATISFACTORY	4	17	15
004A	108	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1961	SATISFACTORY	4	17	15
004B	80	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1961	SATISFACTORY	4	17	15
005	781	594	ANCILLARY SUPPORT STORAGE	0	01	CONCRETE	1961	SATISFACTORY	4	17	15
005A	33	824	ANCILLARY RESTROOM (MALE)	0	01	COMPOSITION TILE	1961	SATISFACTORY	4	17	15
005B	192	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	COMPOSITION TILE	1961	SATISFACTORY	4	17	15
005C	232	594	ANCILLARY SUPPORT STORAGE	0	01	CONCRETE	1961	SATISFACTORY	4	17	15
006	814	555	PLUMBING SHOP	0	01	CONCRETE	1961	SATISFACTORY	4	17	15
006A	440	560	PAINT SHOP	0	01	CONCRETE	1961	SATISFACTORY	4	17	15
007	1322	701	COVERED WALKWAY	0	01	CONCRETE	1980	SATISFACTORY	4	17	15

	Satisfactory		Unsatisfactory		Failed Standards		Scheduled For Replacement	
	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations
Permanent	12,685	0	0	0				
TOTAL	12,685	0	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 15-F M D WALKER ADMINISTRATIVE CENTER

BUILDING: 5 - Building Number 00005

Owner: SCHOOL BOARD	Light: ADEQUATE	Cooling: NONE
Use: COUNTY ADMINISTRATION	Mech Vent: NONE	Heat Source: NONE
Year Constructed: 1958	Artificial Lighting: SHIELDED FLORESCENT	Heat Distribution: NO HEAT PROVIDED
Year Modified:	Educational TV: NONE	Heat Capacity: NONE
Average Age NSF: 1958	Intercom: NONE	Walls: HOLLOW BLOCK
Relocatable Units: 0	Telephone: NONE	Struct Comp: CONCRETE
Stories: 1		Corridor: NONE

ROOM	NET SQ FT	DESIGN CODE	DESCRIPTION	STU STA	FLR LOC	FLOOR COVER	YEAR CONST	CONDITION	BLDG	PAR	FAC
001	238	404	ANCILLARY RECEPTION AREA	0	01	CARPET	1958	SATISFACTORY	5	17	15
002	120	403	ANCILLARY SECRETARIAL/CLERICAL OFFICE	0	01	CARPET	1958	SATISFACTORY	5	17	15
003	120	403	ANCILLARY SECRETARIAL/CLERICAL OFFICE	0	01	CARPET	1958	SATISFACTORY	5	17	15
004	48	824	ANCILLARY RESTROOM (MALE)	0	01	COMPOSITION TILE	1958	SATISFACTORY	5	17	15
005	16	418	ANCILLARY ADMINISTRATIVE STORAGE	0	01	CARPET	1958	SATISFACTORY	5	17	15
006	742	418	ANCILLARY ADMINISTRATIVE STORAGE	0	01	CARPET	1958	SATISFACTORY	5	17	15
007	116	424	DIRECTORS OFFICE	0	01	CARPET	1958	SATISFACTORY	5	17	15
008	120	701	COVERED WALKWAY	0	01	CONCRETE	1958	SATISFACTORY	5	17	15

	Satisfactory		Unsatisfactory		Failed Standards		Scheduled For Replacement	
	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations
Permanent	1,520	0	0	0				
TOTAL	1,520	0	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 15-F M D WALKER ADMINISTRATIVE CENTER

BUILDING: 6 - Building Number 00006

Owner: SCHOOL BOARD	Light: ADEQUATE	Cooling: NONE
Use: VACANT	Mech Vent: NONE	Heat Source: GAS
Year Constructed: 1960	Artificial Lighting: GLOBE FIXTURE	Heat Distribution: ZONE STEAM
Year Modified:	Educational TV: NONE	Heat Capacity: ADEQUATE
Average Age NSF: 1960	Intercom: NONE	Walls: BRICK
Relocatable Units: 0	Telephone: PARTIAL SYSTEM	Struct Comp: COMBINATION OF 1-3
Stories: 1		Corridor: DOUBLE INSIDE

ROOM	NET SQ FT	DESIGN CODE	DESCRIPTION	STU STA	FLR LOC	FLOOR COVER	YEAR CONST	CONDITION	BLDG	PAR	FAC
001	874	612	OTHER ANCILLARY MEDIA SPACE	0	01	COMPOSITION TILE	1960	UNSATISFACTORY	6	17	15
002	874	612	OTHER ANCILLARY MEDIA SPACE	0	01	COMPOSITION TILE	1960	UNSATISFACTORY	6	17	15
003	44	612	OTHER ANCILLARY MEDIA SPACE	0	01	COMPOSITION TILE	1960	UNSATISFACTORY	6	17	15
004	874	612	OTHER ANCILLARY MEDIA SPACE	0	01	COMPOSITION TILE	1960	UNSATISFACTORY	6	17	15
005	90	612	OTHER ANCILLARY MEDIA SPACE	0	01	COMPOSITION TILE	1960	UNSATISFACTORY	6	17	15
006	270	612	OTHER ANCILLARY MEDIA SPACE	0	01	COMPOSITION TILE	1960	UNSATISFACTORY	6	17	15
007	302	612	OTHER ANCILLARY MEDIA SPACE	0	01	COMPOSITION TILE	1960	UNSATISFACTORY	6	17	15
008	207	612	OTHER ANCILLARY MEDIA SPACE	0	01	CERAMIC TILE	1960	UNSATISFACTORY	6	17	15
009	207	612	OTHER ANCILLARY MEDIA SPACE	0	01	CERAMIC TILE	1960	UNSATISFACTORY	6	17	15
010	874	612	OTHER ANCILLARY MEDIA SPACE	0	01	COMPOSITION TILE	1960	UNSATISFACTORY	6	17	15
011	874	612	OTHER ANCILLARY MEDIA SPACE	0	01	COMPOSITION TILE	1960	UNSATISFACTORY	6	17	15
012	874	612	OTHER ANCILLARY MEDIA SPACE	0	01	COMPOSITION TILE	1960	UNSATISFACTORY	6	17	15



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

013	43	612	OTHER ANCILLARY MEDIA SPACE	0	01	COMPOSITION TILE	1960	UNSATISFACTORY	6	17	15
014	43	612	OTHER ANCILLARY MEDIA SPACE	0	01	COMPOSITION TILE	1960	UNSATISFACTORY	6	17	15
015	874	612	OTHER ANCILLARY MEDIA SPACE	0	01	COMPOSITION TILE	1960	UNSATISFACTORY	6	17	15
016	1650	612	OTHER ANCILLARY MEDIA SPACE	0	01	COMPOSITION TILE	1960	UNSATISFACTORY	6	17	15
017	240	612	OTHER ANCILLARY MEDIA SPACE	0	01	CONCRETE	1960	UNSATISFACTORY	6	17	15
018	96	500	PROGRAMMER ROOM	0	01	CARPET	1960	UNSATISFACTORY	6	17	15
019	75	500	PROGRAMMER ROOM	0	01	CARPET	1960	UNSATISFACTORY	6	17	15
020	90	500	PROGRAMMER ROOM	0	01	CARPET	1960	UNSATISFACTORY	6	17	15

	Satisfactory		Unsatisfactory		Failed Standards		Scheduled For Replacement	
	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations
Permanent	0	0	9,475	0				
TOTAL	0	0	9,475	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 15-F M D WALKER ADMINISTRATIVE CENTER

BUILDING: 99 - Building Number 00099

Owner: SCHOOL BOARD	Light: ADEQUATE	Cooling: INDIVIDUAL UNITS
Use: COUNTY ADMINISTRATION	Mech Vent: NONE	Heat Source: ELECTRIC
Year Constructed: 1970	Artificial Lighting: SHIELDED FLORESCENT	Heat Distribution: CENTRAL HOT AIR
Year Modified:	Educational TV: NONE	Heat Capacity: ADEQUATE
Average Age NSF: 1983	Intercom: TWO WAY PARTIAL	Walls: RELOCATABLE
Relocatable Units: 6	Telephone: COMPLETE TO ALL ROOMS	Struct Comp: RELOCATABLE
Stories: 1		Corridor: NONE

ROOM	NET SQ FT	DESIGN CODE	DESCRIPTION	STU STA	FLR LOC	FLOOR COVER	YEAR CONST	CONDITION	BLDG	PAR	FAC
036	864	418	ANCILLARY ADMINISTRATIVE STORAGE	0	01	CARPET	1970	SATISFACTORY	99	17	15
038A	667	404	ANCILLARY RECEPTION AREA	0	01	CARPET	1970	SATISFACTORY	99	17	15
038B	141	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1970	SATISFACTORY	99	17	15
038C	95	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1970	SATISFACTORY	99	17	15
038D	95	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1970	SATISFACTORY	99	17	15
038E	257	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1970	SATISFACTORY	99	17	15
038F	63	421	ANCILLARY STAFF LOUNGE	0	01	CARPET	1970	SATISFACTORY	99	17	15
038G	79	820	STAFF RESTROOM (FEMALE)	0	01	CARPET	1970	SATISFACTORY	99	17	15
038H	26	812	PROJECT STORAGE	0	01	CARPET	1970	SATISFACTORY	99	17	15
038J	27	418	ANCILLARY ADMINISTRATIVE STORAGE	0	01	CARPET	1970	SATISFACTORY	99	17	15
038K	137	700	INSIDE CIRCULATION	0	01	CARPET	1970	SATISFACTORY	99	17	15
062	206	404	ANCILLARY RECEPTION AREA	0	01	CARPET	1983	SATISFACTORY	99	17	15



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

062A	476	428	OTHER ANCILLARY ADMINISTRATIVE SUPPORT	0	01	CARPET	1983	SATISFACTORY	99	17	15
062B	137	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1983	SATISFACTORY	99	17	15
062C	130	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1983	SATISFACTORY	99	17	15
062D	151	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	CARPET	1983	SATISFACTORY	99	17	15
062E	157	428	OTHER ANCILLARY ADMINISTRATIVE SUPPORT	0	01	CARPET	1983	SATISFACTORY	99	17	15
062F	126	426	GENERAL ANCILLARY OFFICE	0	01	CARPET	1983	SATISFACTORY	99	17	15
062G	34	700	INSIDE CIRCULATION	0	01	CARPET	1983	SATISFACTORY	99	17	15
062H	160	418	ANCILLARY ADMINISTRATIVE STORAGE	0	01	CARPET	1983	SATISFACTORY	99	17	15
062J	80	825	ANCILLARY RESTROOM (FEMALE)	0	01	CARPET	1983	SATISFACTORY	99	17	15
062K	10	700	INSIDE CIRCULATION	0	01	CARPET	1983	SATISFACTORY	99	17	15
062L	241	421	ANCILLARY STAFF LOUNGE	0	01	COMPOSITION TILE	1983	SATISFACTORY	99	17	15
062M	72	413	CENTRAL REPRODUCTION & COPY	0	01	CARPET	1983	SATISFACTORY	99	17	15
062N	64	426	GENERAL ANCILLARY OFFICE	0	01	COMPOSITION TILE	1983	SATISFACTORY	99	17	15
063	1698	1	PRIMARY CLASSROOM (K-3)	18	01	CARPET	1988	SATISFACTORY	99	17	15
063A	141	814	STUDENT RESTROOM (BOTH SEXES)	0	01	COMPOSITION TILE	1988	SATISFACTORY	99	17	15
063B	18	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1988	SATISFACTORY	99	17	15
063C	160	348	SATELLITE KITCHEN	0	01	COMPOSITION TILE	1988	SATISFACTORY	99	17	15
063D	39	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1988	SATISFACTORY	99	17	15
063E	178	317	GENERAL SCHOOL SPACE	0	01	CARPET	1988	SATISFACTORY	99	17	15
064	712	1	PRIMARY CLASSROOM (K-3)	18	01	CARPET	1998	SATISFACTORY	99	17	15
064A	63	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1998	SATISFACTORY	99	17	15
064B	67	820	STAFF RESTROOM (FEMALE)	0	01	COMPOSITION TILE	1998	SATISFACTORY	99	17	15
064C	97	814	STUDENT RESTROOM (BOTH SEXES)	0	01	COMPOSITION TILE	1998	SATISFACTORY	99	17	15



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

064D	635	1	PRIMARY CLASSROOM (K-3)	18	01	CARPET	1998	SATISFACTORY	99	17	15
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	Satisfactory		Unsatisfactory		Failed Standards		Scheduled For Replacement	
	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations
Relocatable	8,303	54	0	0	0	0	0	0
TOTAL	8,303	54	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

STUDENT STATIONS BY DESIGN CODE FOR:

FACILITY: M D WALKER ADMINISTRATIVE CENTER

Design Code	Design Code Description	Satis Stu Sta			Unsat Stu Sta			Sat	Unsat	Satis Rooms			Unsatis Rooms			Fail Std Stu Sta	Repl Stu Sta	Fail Std Rooms	Repl Rooms
		Perm	Mod	Relo	Perm	Mod	Relo	Tot	Tot	Perm	Mod	Relo	Perm	Mod	Relo	Relo	Relo	Relo	Relo
00001	PRIMARY CLASSROOM (K-3)	0	0	54	0	0	0	54	0	0	0	3	0	0	0	0	0	0	0
00317	GENERAL SCHOOL SPACE	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
00348	SATELLITE KITCHEN	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
00400	SUPERINTENDENTS OFFICE	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00401	ANCILLARY CONFERENCE ROOM	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00403	ANCILLARY SECRETARIAL/CLERICAL OFFICE	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0
00404	ANCILLARY RECEPTION AREA	0	0	0	0	0	0	0	0	6	0	2	0	0	0	0	0	0	0
00405	VAULT	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00406	ASSISTANT SUPERINTENDENTS OFFICE	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00407	ANCILLARY ADMINISTRATIVE OFFICE	0	0	0	0	0	0	0	0	27	0	7	0	0	0	0	0	0	0
00408	BUSINESS OPERATIONS WORK AREA	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0
00413	CENTRAL REPRODUCTION & COPY	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
00416	ANCILLARY CUSTODIAL SERVICES	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00418	ANCILLARY ADMINISTRATIVE STORAGE	0	0	0	0	0	0	0	0	10	0	3	0	0	0	0	0	0	0
00419	ANCILLARY FLAMMABLE STORAGE	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00420	SCHOOL BOARD MEETING ROOM	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00421	ANCILLARY STAFF LOUNGE	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0	0	0	0
00424	DIRECTORS OFFICE	0	0	0	0	0	0	0	0	16	0	0	0	0	0	0	0	0	0
00426	GENERAL ANCILLARY OFFICE	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0	0	0	0
00427	STAFF DEVELOPMENT/INSTRUCTION	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00428	OTHER ANCILLARY ADMINISTRATIVE SUPPORT	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0
00500	PROGRAMMER ROOM	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0
00502	DATA PROCESSING EQUIPMENT	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0
00504	OFF-LINE EQUIPMENT	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

Design Code	Design Code Description	Satis Stu Sta			Unsat Stu Sta			Sat	Unsat	Satis Rooms			Unsatis Rooms			Fail Std Stu Sta	Repl Stu Sta	Fail Std Rooms	Repl Rooms
		Perm	Mod	Relo	Perm	Mod	Relo	Tot	Tot	Perm	Mod	Relo	Perm	Mod	Relo	Relo	Relo	Relo	Relo
00510	WAREHOUSE STORAGE	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0
00515	CENTRAL KITCHEN	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0
00520	CARPENTRY SHOP	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00545	ELECTRICAL SHOP	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00555	PLUMBING SHOP	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00560	PAINT SHOP	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00570	AIR CONDITIONING SHOP	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00594	ANCILLARY SUPPORT STORAGE	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0
00604	ANCILLARY MEDIA PROCESSING	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00605	ANCILLARY AUDIO VISUAL EQUIPMENT	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0
00612	OTHER ANCILLARY MEDIA SPACE	0	0	0	0	0	0	0	0	0	0	0	17	0	0	0	0	0	0
00700	INSIDE CIRCULATION	0	0	0	0	0	0	0	0	7	0	3	0	0	0	0	0	0	0
00701	COVERED WALKWAY	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0
00702	MECHANICAL ROOM	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00703	ELECTRICAL ROOM	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00808	MATERIAL STORAGE	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0
00812	PROJECT STORAGE	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
00814	STUDENT RESTROOM (BOTH SEXES)	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
00820	STAFF RESTROOM (FEMALE)	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
00824	ANCILLARY RESTROOM (MALE)	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0
00825	ANCILLARY RESTROOM (FEMALE)	0	0	0	0	0	0	0	0	6	0	1	0	0	0	0	0	0	0
Totals:		0	0	54	0	0	0	54	0	134	0	36	20	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

ORGANIZATION: 20-GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: **TRANSPORTATION CENTER**

FACILITY USE: ALL

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 16-F TRANSPORTATION CENTER

Primary Use: TRANSPORTATION Grades Housed: DS - DS DOE Validation Date: 5/3/2010

Capital Outlay Classification: ANCILLARY RECOMMENDED FOR CONTINUED USE

MASTER SCHOOL ID

MSID	Name	Status
9001	GADSDEN COUNTY SUPERINTENDENT'S OFFICE	Default

CAPITAL OUTLAY FTE

SCHOOL CAPACITY

SCHOOL CAPACITY	YEAR ROUND CAPACITY	UTILIZATION FACTOR	PRIMARY USE
0	0	0.00	TRANSPORTATION



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

PARCEL: 16

720 S STEWART STREET

QUINCY, FL 32351

Parking: PARTIALLY DEVELOPED	Owner: SCHOOL BOARD	Fire: 8
Athletic: NO ATHLETIC FACILITY	Water: PUBLIC	Police: COMBINATION
Sewage: ON-SITE SEPTIC TANK	Plan: CAMPUS	Drainage: INADEQUATE
Landscape: PARTIALLY DEVELOPED	Playground: INCLUDED WITH SITE	Acreage: 20.00
Date Acquired: 1/1/1927		Lease Expiration Date:

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 16-F TRANSPORTATION CENTER

BUILDING: 5 - Building Number 00005

Owner: SCHOOL BOARD	Light: ADEQUATE	Cooling: CENTRAL
Use: COUNTY ADMINISTRATION	Mech Vent: ADEQUATE	Heat Source: GAS
Year Constructed: 1990	Artificial Lighting: COMBINATION OF 1-6	Heat Distribution: CENTRAL HOT AIR
Year Modified:	Educational TV: CLOSED CIRCUIT	Heat Capacity: ADEQUATE
Average Age NSF: 1990	Intercom: TWO WAY COMPLETE	Walls: HOLLOW BLOCK
Relocatable Units: 0	Telephone: COMPLETE TO ALL ROOMS	Struct Comp: COMBINATION OF 1-3
Stories: 1		Corridor: NONE

ROOM	NET SQ FT	DESIGN CODE	DESCRIPTION	STU STA	FLR LOC	FLOOR COVER	YEAR CONST	CONDITION	BLDG	PAR	FAC
001	176	407	ANCILLARY ADMINISTRATIVE OFFICE	0	01	COMPOSITION TILE	1990	SATISFACTORY	5	16	16
002	298	426	GENERAL ANCILLARY OFFICE	0	01	COMPOSITION TILE	1990	SATISFACTORY	5	16	16
003	79	426	GENERAL ANCILLARY OFFICE	0	01	COMPOSITION TILE	1990	SATISFACTORY	5	16	16



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

004	265	426	GENERAL ANCILLARY OFFICE	0	01	COMPOSITION TILE	1990	SATISFACTORY	5	16	16
005	730	700	INSIDE CIRCULATION	0	01	COMPOSITION TILE	1990	SATISFACTORY	5	16	16
006	39	819	STAFF RESTROOM (MALE)	0	01	COMPOSITION TILE	1990	SATISFACTORY	5	16	16
007	39	820	STAFF RESTROOM (FEMALE)	0	01	COMPOSITION TILE	1990	SATISFACTORY	5	16	16
008	33	416	ANCILLARY CUSTODIAL SERVICES	0	01	QUARRY TILE	1990	SATISFACTORY	5	16	16
009	1147	593	SCHOOL BUS DRIVERS CLASSROOM	0	01	COMPOSITION TILE	1990	SATISFACTORY	5	16	16
010	195	820	STAFF RESTROOM (FEMALE)	0	01	CERAMIC TILE	1990	SATISFACTORY	5	16	16
011	195	819	STAFF RESTROOM (MALE)	0	01	CERAMIC TILE	1990	SATISFACTORY	5	16	16
012	195	702	MECHANICAL ROOM	0	01	CONCRETE	1990	SATISFACTORY	5	16	16
013	31	703	ELECTRICAL ROOM	0	01	CONCRETE	1990	SATISFACTORY	5	16	16
014	529	591	SCHOOL BUS TIRE STORAGE & MOUNTING	0	01	CONCRETE	1990	SATISFACTORY	5	16	16
015	349	702	MECHANICAL ROOM	0	01	CONCRETE	1990	SATISFACTORY	5	16	16
016	90	589	SCHOOL BUS PAINT/FLAMMABLE STORAGE	0	01	CONCRETE	1990	SATISFACTORY	5	16	16
017	8593	592	SCHOOL BUS WORK BAY	0	01	COMPOSITION TILE	1990	SATISFACTORY	5	16	16
018	154	424	DIRECTORS OFFICE	0	01	CONCRETE	1990	SATISFACTORY	5	16	16
019	598	586	SCHOOL BUS MACHINE SHOP	0	01	CONCRETE	1990	SATISFACTORY	5	16	16
020	636	585	SCHOOL BUS PARTS ROOM	0	01	CONCRETE	1990	SATISFACTORY	5	16	16
021	66	589	SCHOOL BUS PAINT/FLAMMABLE STORAGE	0	01	CONCRETE	1990	SATISFACTORY	5	16	16
023	560	701	COVERED WALKWAY	0	01	CONCRETE	1990	SATISFACTORY	5	16	16
024	422	701	COVERED WALKWAY	0	01	CONCRETE	1990	SATISFACTORY	5	16	16
025	156	428	OTHER ANCILLARY ADMINISTRATIVE SUPPORT	0	01	CARPET	1990	SATISFACTORY	5	16	16
026	1690	585	SCHOOL BUS PARTS ROOM	0	01	WOOD	1990	SATISFACTORY	5	16	16



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

027	265	545	ELECTRICAL SHOP	0	01	CONCRETE	1990	SATISFACTORY	5	16	16
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	Satisfactory		Unsatisfactory		Failed Standards		Scheduled For Replacement	
	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations
Permanent	17,530	0	0	0				
TOTAL	17,530	0	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

STUDENT STATIONS BY DESIGN CODE FOR:

FACILITY: TRANSPORTATION CENTER

Design Code	Design Code Description	Satis Stu Sta			Unsat Stu Sta			Sat	Unsat	Satis Rooms			Unsatis Rooms			Fail Std Stu Sta	Repl Stu Sta	Fail Std Rooms	Repl Rooms
		Perm	Mod	Relo	Perm	Mod	Relo	Tot	Tot	Perm	Mod	Relo	Perm	Mod	Relo	Relo	Relo	Relo	Relo
00407	ANCILLARY ADMINISTRATIVE OFFICE	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00416	ANCILLARY CUSTODIAL SERVICES	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00424	DIRECTORS OFFICE	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00426	GENERAL ANCILLARY OFFICE	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0
00428	OTHER ANCILLARY ADMINISTRATIVE SUPPORT	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00545	ELECTRICAL SHOP	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00585	SCHOOL BUS PARTS ROOM	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00586	SCHOOL BUS MACHINE SHOP	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00589	SCHOOL BUS PAINT/FLAMMABLE STORAGE	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00591	SCHOOL BUS TIRE STORAGE & MOUNTING	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00592	SCHOOL BUS WORK BAY	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00593	SCHOOL BUS DRIVERS CLASSROOM	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00700	INSIDE CIRCULATION	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00701	COVERED WALKWAY	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00702	MECHANICAL ROOM	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00703	ELECTRICAL ROOM	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00819	STAFF RESTROOM (MALE)	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00820	STAFF RESTROOM (FEMALE)	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
Totals:		0	0	0	0	0	0	0	0	26	0	0	0	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

ORGANIZATION: 20-GADSDEN COUNTY SCHOOL DISTRICT
 FACILITY: **GADSDEN TECHNICAL INSTITUTE**
 FACILITY USE: ALL

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 21-A GADSDEN TECHNICAL INSTITUTE

Primary Use: ALTERNATIVE EDUCATION Grades Housed: 09 - 12 DOE Validation Date: 5/6/2010 Capital Outlay Classification: SCHOOL RECOMMENDED FOR CONTINUED USE

MASTER SCHOOL ID

MSID	Name	Status
245	GADSDEN TECHNICAL INSTITUTE	Default

CAPITAL OUTLAY FTE

Year: 2011 / 2012							
PK: 0.00	01: 0.00	03: 0.00	05: 0.00	07: 0.00	09: 0.00	11: 2.16	PK-12: 14.56
KG: 0.00	02: 0.00	04: 0.00	06: 0.00	08: 0.00	10: 0.25	12: 12.15	Adult: 0.00
							Total: 14.56

SCHOOL CAPACITY

SCHOOL CAPACITY	YEAR ROUND CAPACITY	UTILIZATION FACTOR	PRIMARY USE
333	400	1.00	ALTERNATIVE EDUCATION



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

PARCEL: 13

201 EXPERIMENT STATION ROAD

QUINCY, FL 32351

Parking: DEVELOPED	Owner: SCHOOL BOARD	Fire: 5
Athletic: NO ATHLETIC FACILITY	Water: PUBLIC	Police: CITY
Sewage: PUBLIC	Plan: COMBINATION OF 1-7	Drainage: ADEQUATE
Landscape: PARTIALLY DEVELOPED	Playground: NO PARK/PUBLIC ACCESS	Acreage: 15.00
Date Acquired: 1/1/1972		Lease Expiration Date:

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 21-A GADSDEN TECHNICAL INSTITUTE

BUILDING: 8 - VOCATIONAL

Owner: SCHOOL BOARD	Light: ADEQUATE	Cooling: CENTRAL
Use: VOCATIONAL TECHNICAL	Mech Vent: ADEQUATE	Heat Source: GAS
Year Constructed: 1972	Artificial Lighting: SHIELDED FLORESCENT	Heat Distribution: ZONE HOT WATER
Year Modified:	Educational TV: NONE	Heat Capacity: ADEQUATE
Average Age NSF: 1975	Intercom: TWO WAY COMPLETE	Walls: COMBINATION OF 1-5
Relocatable Units: 0	Telephone: COMPLETE TO ALL ROOMS	Struct Comp: COMBINATION OF 1-3
Stories: 1		Corridor: NONE

ROOM	NET SQ FT	DESIGN CODE	DESCRIPTION	STU STA	FLR LOC	FLOOR COVER	YEAR CONST	CONDITION	BLDG	PAR	FAC
001	456	840	VOCATIONAL RELATED CLASSROOM	0	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21
001A	1057	244	SMALL INDUSTRIAL LAB	15	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21
001B	144	315	TEACHER PLANNING OFFICE	0	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

001C	91	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21
001D	32	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21
001E	2140	701	COVERED WALKWAY	0	01	CONCRETE	1980	SATISFACTORY	8	13	21
001F	75	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21
001G	175	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21
001H	180	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21
002	456	840	VOCATIONAL RELATED CLASSROOM	0	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21
002A	1060	244	SMALL INDUSTRIAL LAB	15	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21
002B	137	315	TEACHER PLANNING OFFICE	0	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21
002C	91	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21
002D	31	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21
002E	2140	701	COVERED WALKWAY	0	01	CONCRETE	1980	SATISFACTORY	8	13	21
002F	143	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21
002G	143	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1972	SATISFACTORY	8	13	21
005	48	702	MECHANICAL ROOM	0	01	CONCRETE	1972	SATISFACTORY	8	13	21
007	103	821	STAFF RESTROOM (BOTH SEXES)	0	01	CERAMIC TILE	1972	SATISFACTORY	8	13	21

	Satisfactory		Unsatisfactory		Failed Standards		Scheduled For Replacement	
	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations
Permanent	8,702	30	0	0				
TOTAL	8,702	30	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 21-A GADSDEN TECHNICAL INSTITUTE

BUILDING: 9 - VOCATIONAL

Owner: SCHOOL BOARD	Light: ADEQUATE	Cooling: CENTRAL
Use: VOCATIONAL TECHNICAL	Mech Vent: ADEQUATE	Heat Source: GAS
Year Constructed: 1972	Artificial Lighting: SHIELDED FLORESCENT	Heat Distribution: ZONE HOT WATER
Year Modified:	Educational TV: NONE	Heat Capacity: ADEQUATE
Average Age NSF: 1975	Intercom: TWO WAY COMPLETE	Walls: COMBINATION OF 1-5
Relocatable Units: 0	Telephone: COMPLETE TO ALL ROOMS	Struct Comp: COMBINATION OF 1-3
Stories: 1		Corridor: NONE

ROOM	NET SQ FT	DESIGN CODE	DESCRIPTION	STU STA	FLR LOC	FLOOR COVER	YEAR CONST	CONDITION	BLDG	PAR	FAC
003	450	840	VOCATIONAL RELATED CLASSROOM	0	01	COMPOSITION TILE	1972	SATISFACTORY	9	13	21
003A	1337	244	SMALL INDUSTRIAL LAB	15	01	CARPET	1972	SATISFACTORY	9	13	21
003B	144	315	TEACHER PLANNING OFFICE	0	01	COMPOSITION TILE	1972	SATISFACTORY	9	13	21
003C	91	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1972	SATISFACTORY	9	13	21
003D	33	808	MATERIAL STORAGE	0	01	CONCRETE	1972	SATISFACTORY	9	13	21
003E	2140	701	COVERED WALKWAY	0	01	CONCRETE	1980	SATISFACTORY	9	13	21
004	456	840	VOCATIONAL RELATED CLASSROOM	0	01	COMPOSITION TILE	1972	SATISFACTORY	9	13	21
004A	1522	244	SMALL INDUSTRIAL LAB	15	01	CONCRETE	1972	SATISFACTORY	9	13	21
004B	144	315	TEACHER PLANNING OFFICE	0	01	COMPOSITION TILE	1972	SATISFACTORY	9	13	21
004C	91	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1972	SATISFACTORY	9	13	21
004D	32	808	MATERIAL STORAGE	0	01	CONCRETE	1972	SATISFACTORY	9	13	21
004E	2140	701	COVERED WALKWAY	0	01	CONCRETE	1980	SATISFACTORY	9	13	21



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

006	48	702	MECHANICAL ROOM	0	01	CONCRETE	1972	SATISFACTORY	9	13	21
008	103	815	STUDENT RESTROOM (MALE)	0	01	CERAMIC TILE	1972	SATISFACTORY	9	13	21

	Satisfactory		Unsatisfactory		Failed Standards		Scheduled For Replacement	
	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations
Permanent	8,731	30	0	0				
TOTAL	8,731	30	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 21-A GADSDEN TECHNICAL INSTITUTE

BUILDING: 10 - VOCATIONAL

Owner: SCHOOL BOARD	Light: ADEQUATE	Cooling: LOCAL ZONE
Use: VOCATIONAL TECHNICAL	Mech Vent: ADEQUATE	Heat Source: GAS
Year Constructed: 1972	Artificial Lighting: SHIELDED FLORESCENT	Heat Distribution: ZONE HOT WATER
Year Modified:	Educational TV: NONE	Heat Capacity: ADEQUATE
Average Age NSF: 1972	Intercom: TWO WAY COMPLETE	Walls: COMBINATION OF 1-5
Relocatable Units: 0	Telephone: COMPLETE TO ALL ROOMS	Struct Comp: COMBINATION OF 1-3
Stories: 1		Corridor: NONE

ROOM	NET SQ FT	DESIGN CODE	DESCRIPTION	STU STA	FLR LOC	FLOOR COVER	YEAR CONST	CONDITION	BLDG	PAR	FAC
001	433	840	VOCATIONAL RELATED CLASSROOM	0	01	COMPOSITION TILE	1972	SATISFACTORY	10	13	21
001A	4350	246	LARGE INDUSTRIAL LAB	20	01	CONCRETE	1972	SATISFACTORY	10	13	21
001B	110	315	TEACHER PLANNING OFFICE	0	01	COMPOSITION TILE	1972	SATISFACTORY	10	13	21
001C	62	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1972	SATISFACTORY	10	13	21
001D	228	850	VOCATIONAL TOOL STORAGE (SMALL)	0	01	COMPOSITION TILE	1972	SATISFACTORY	10	13	21
001E	103	821	STAFF RESTROOM (BOTH SEXES)	0	01	CERAMIC TILE	1972	SATISFACTORY	10	13	21
001F	48	702	MECHANICAL ROOM	0	01	CONCRETE	1972	SATISFACTORY	10	13	21
001H	400	810	MATERIAL STORAGE (LARGE)	0	01	COMPOSITION TILE	1972	SATISFACTORY	10	13	21

	Satisfactory		Unsatisfactory		Failed Standards		Scheduled For Replacement	
	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations
Permanent	5,734	20	0	0				
TOTAL	5,734	20	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 21-A GADSDEN TECHNICAL INSTITUTE

BUILDING: 12 - VOCATIONAL

Owner: SCHOOL BOARD	Light: ADEQUATE	Cooling: LOCAL ZONE
Use: VOCATIONAL TECHNICAL	Mech Vent: ADEQUATE	Heat Source: GAS
Year Constructed: 1975	Artificial Lighting: SHIELDED FLORESCENT	Heat Distribution: ZONE HOT WATER
Year Modified:	Educational TV: NONE	Heat Capacity: ADEQUATE
Average Age NSF: 1975	Intercom: TWO WAY COMPLETE	Walls: COMBINATION OF 1-5
Relocatable Units: 0	Telephone: COMPLETE TO ALL ROOMS	Struct Comp: COMBINATION OF 1-3
Stories: 1		Corridor: NONE

ROOM	NET SQ FT	DESIGN CODE	DESCRIPTION	STU STA	FLR LOC	FLOOR COVER	YEAR CONST	CONDITION	BLDG	PAR	FAC
001	2222	245	MEDIUM INDUSTRIAL LAB	20	01	CONCRETE	1975	SATISFACTORY	12	13	21
002	500	840	VOCATIONAL RELATED CLASSROOM	0	01	COMPOSITION TILE	1975	SATISFACTORY	12	13	21
003	122	315	TEACHER PLANNING OFFICE	0	01	COMPOSITION TILE	1975	SATISFACTORY	12	13	21
004	24	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1975	SATISFACTORY	12	13	21
005	255	272	VOCATIONAL LAB SUPPORT SPACE	0	01	CONCRETE	1975	SATISFACTORY	12	13	21
006	50	702	MECHANICAL ROOM	0	01	CONCRETE	1975	SATISFACTORY	12	13	21
007	222	821	STAFF RESTROOM (BOTH SEXES)	0	01	QUARRY TILE	1975	SATISFACTORY	12	13	21
008	126	808	MATERIAL STORAGE	0	01	CONCRETE	1975	SATISFACTORY	12	13	21
009	501	840	VOCATIONAL RELATED CLASSROOM	0	01	COMPOSITION TILE	1975	SATISFACTORY	12	13	21
010	122	315	TEACHER PLANNING OFFICE	0	01	COMPOSITION TILE	1975	SATISFACTORY	12	13	21
011	23	308	GENERAL SCHOOL STORAGE	0	01	COMPOSITION TILE	1975	SATISFACTORY	12	13	21
012	264	272	VOCATIONAL LAB SUPPORT SPACE	0	01	CONCRETE	1975	SATISFACTORY	12	13	21



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

013	50	702	MECHANICAL ROOM	0	01	CONCRETE	1975	SATISFACTORY	12	13	21
014	222	821	STAFF RESTROOM (BOTH SEXES)	0	01	QUARRY TILE	1975	SATISFACTORY	12	13	21
015	780	244	SMALL INDUSTRIAL LAB	14	01	CARPET	1975	SATISFACTORY	12	13	21
015A	783	244	SMALL INDUSTRIAL LAB	14	01	CARPET	1975	SATISFACTORY	12	13	21
016	1370	244	SMALL INDUSTRIAL LAB	20	01	CONCRETE	1975	SATISFACTORY	12	13	21
019	39	816	STUDENT RESTROOM (FEMALE)	0	01	QUARRY TILE	1975	SATISFACTORY	12	13	21
019A	93	816	STUDENT RESTROOM (FEMALE)	0	01	COMPOSITION TILE	1975	SATISFACTORY	12	13	21
020	32	700	INSIDE CIRCULATION	0	01	CARPET	1975	SATISFACTORY	12	13	21
021	1180	252	SMALL HEALTH LAB	20	01	CARPET	1975	SATISFACTORY	12	13	21
021A	170	812	PROJECT STORAGE	0	01	COMPOSITION TILE	1975	SATISFACTORY	12	13	21
022	153	843	LAUNDRY (HOME ECONOMICS)	0	01	CONCRETE	1975	SATISFACTORY	12	13	21
023	216	702	MECHANICAL ROOM	0	01	CONCRETE	1975	SATISFACTORY	12	13	21
024	500	840	VOCATIONAL RELATED CLASSROOM	0	01	CARPET	1975	SATISFACTORY	12	13	21
025	130	315	TEACHER PLANNING OFFICE	0	01	CARPET	1975	SATISFACTORY	12	13	21
026	35	308	GENERAL SCHOOL STORAGE	0	01	COMPOSITION TILE	1975	SATISFACTORY	12	13	21
027	50	702	MECHANICAL ROOM	0	01	CONCRETE	1975	SATISFACTORY	12	13	21
028	25	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1975	SATISFACTORY	12	13	21
029	24	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1975	SATISFACTORY	12	13	21
030	24	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1975	SATISFACTORY	12	13	21
031	225	821	STAFF RESTROOM (BOTH SEXES)	0	01	CERAMIC TILE	1975	SATISFACTORY	12	13	21
032	3200	246	LARGE INDUSTRIAL LAB	15	01	CONCRETE	1975	SATISFACTORY	12	13	21
033	500	840	VOCATIONAL RELATED CLASSROOM	0	01	CARPET	1975	SATISFACTORY	12	13	21
036	130	315	TEACHER PLANNING OFFICE	0	01	COMPOSITION TILE	1975	SATISFACTORY	12	13	21
037	23	808	MATERIAL STORAGE	0	01	CARPET	1975	SATISFACTORY	12	13	21



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

038	253	810	MATERIAL STORAGE (LARGE)	0	01	CONCRETE	1975	SATISFACTORY	12	13	21
039	222	821	STAFF RESTROOM (BOTH SEXES)	0	01	COMPOSITION TILE	1975	SATISFACTORY	12	13	21

	Satisfactory		Unsatisfactory		Failed Standards		Scheduled For Replacement	
	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations
Permanent	14,860	103	0	0				
TOTAL	14,860	103	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 21-A GADSDEN TECHNICAL INSTITUTE

BUILDING: 13 - FLAMMABLE STORAGE

Owner: SCHOOL BOARD	Light: ADEQUATE	Cooling: NONE
Use: VOCATIONAL TECHNICAL	Mech Vent: ADEQUATE	Heat Source: NONE
Year Constructed: 1975	Artificial Lighting: SHIELDED FLORESCENT	Heat Distribution: NO HEAT PROVIDED
Year Modified:	Educational TV: NONE	Heat Capacity: NONE
Average Age NSF: 1975	Intercom: NONE	Walls: COMBINATION OF 1-5
Relocatable Units: 0	Telephone: NONE	Struct Comp: COMBINATION OF 1-3
Stories: 1		Corridor: NONE

ROOM	NET SQ FT	DESIGN CODE	DESCRIPTION	STU STA	FLR LOC	FLOOR COVER	YEAR CONST	CONDITION	BLDG	PAR	FAC
001	62	333	FLAMMABLE STORAGE	0	01	CONCRETE	1975	SATISFACTORY	13	13	21
002	62	333	FLAMMABLE STORAGE	0	01	CONCRETE	1975	SATISFACTORY	13	13	21

	Satisfactory		Unsatisfactory		Failed Standards		Scheduled For Replacement	
	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations
Permanent	124	0	0	0				
TOTAL	124	0	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 21-A GADSDEN TECHNICAL INSTITUTE

BUILDING: 14 - ADMINISTRATION/CLASSROOMS

Owner: SCHOOL BOARD	Light: ADEQUATE	Cooling: CENTRAL
Use: VOCATIONAL TECHNICAL	Mech Vent: ADEQUATE	Heat Source: GAS
Year Constructed: 1976	Artificial Lighting: SHIELDED FLORESCENT	Heat Distribution: CENTRAL HOT WATER
Year Modified:	Educational TV: NONE	Heat Capacity: ADEQUATE
Average Age NSF: 1976	Intercom: TWO WAY COMPLETE	Walls: COMBINATION OF 1-5
Relocatable Units: 0	Telephone: COMPLETE TO ALL ROOMS	Struct Comp: COMBINATION OF 1-3
Stories: 1		Corridor: NONE

ROOM	NET SQ FT	DESIGN CODE	DESCRIPTION	STU STA	FLR LOC	FLOOR COVER	YEAR CONST	CONDITION	BLDG	PAR	FAC
001	144	301	ASSISTANT PRINCIPAL/OTHER OFFICE	0	01	CARPET	1976	SATISFACTORY	14	13	21
002	143	301	ASSISTANT PRINCIPAL/OTHER OFFICE	0	01	CARPET	1976	SATISFACTORY	14	13	21
003	96	808	MATERIAL STORAGE	0	01	CARPET	1976	SATISFACTORY	14	13	21
004	259	300	PRINCIPAL/DIRECTOR OFFICE	0	01	CARPET	1976	SATISFACTORY	14	13	21
004A	81	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1976	SATISFACTORY	14	13	21
005	240	316	TEACHER LOUNGE/DINING	0	01	CARPET	1976	SATISFACTORY	14	13	21
006	120	300	PRINCIPAL/DIRECTOR OFFICE	0	01	CARPET	1976	SATISFACTORY	14	13	21
007	196	702	MECHANICAL ROOM	0	01	CONCRETE	1976	SATISFACTORY	14	13	21
008	128	815	STUDENT RESTROOM (MALE)	0	01	QUARRY TILE	1976	SATISFACTORY	14	13	21
009	115	821	STAFF RESTROOM (BOTH SEXES)	0	01	QUARRY TILE	1976	SATISFACTORY	14	13	21
010	25	700	INSIDE CIRCULATION	0	01	QUARRY TILE	1976	SATISFACTORY	14	13	21
011	25	700	INSIDE CIRCULATION	0	01	QUARRY TILE	1976	SATISFACTORY	14	13	21



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

012	32	331	CUSTODIAL SERVICE CLOSET	0	01	CONCRETE	1976	SATISFACTORY	14	13	21
013	247	306	CONFERENCE ROOM	0	01	CARPET	1976	SATISFACTORY	14	13	21
015	115	315	TEACHER PLANNING OFFICE	0	01	CARPET	1976	SATISFACTORY	14	13	21
016	115	302	BOOKKEEPING OFFICE	0	01	CARPET	1976	SATISFACTORY	14	13	21
017	275	304	RECEPTION AREA	0	01	COMPOSITION TILE	1976	SATISFACTORY	14	13	21
018	1113	212	BUSINESS EDUCATION LAB	18	01	CARPET	1976	SATISFACTORY	14	13	21
018A	240	700	INSIDE CIRCULATION	0	01	CARPET	1976	SATISFACTORY	14	13	21
019	1115	222	SMALL DISTRIBUTIVE/DIVERSIFIED LAB	20	01	CARPET	1976	SATISFACTORY	14	13	21
020	192	306	CONFERENCE ROOM	0	01	CARPET	1976	SATISFACTORY	14	13	21
021	560	700	INSIDE CIRCULATION	0	01	CARPET	1976	SATISFACTORY	14	13	21
022	420	272	VOCATIONAL LAB SUPPORT SPACE	0	01	CARPET	1976	SATISFACTORY	14	13	21
024	86	700	INSIDE CIRCULATION	0	01	CARPET	1976	SATISFACTORY	14	13	21
025	103	808	MATERIAL STORAGE	0	01	COMPOSITION TILE	1976	SATISFACTORY	14	13	21
025A	160	316	TEACHER LOUNGE/DINING	0	01	COMPOSITION TILE	1976	SATISFACTORY	14	13	21
025B	72	707	TELEPHONE EQUIPMENT/COMMUNICATION CLOSET	0	01	COMPOSITION TILE	1976	SATISFACTORY	14	13	21
025C	162	316	TEACHER LOUNGE/DINING	0	01	COMPOSITION TILE	1976	SATISFACTORY	14	13	21
026	115	301	ASSISTANT PRINCIPAL/OTHER OFFICE	0	01	CARPET	1976	SATISFACTORY	14	13	21
028	365	304	RECEPTION AREA	0	01	COMPOSITION TILE	1976	SATISFACTORY	14	13	21
029	95	301	ASSISTANT PRINCIPAL/OTHER OFFICE	0	01	COMPOSITION TILE	1976	SATISFACTORY	14	13	21
030	95	301	ASSISTANT PRINCIPAL/OTHER OFFICE	0	01	COMPOSITION TILE	1976	SATISFACTORY	14	13	21
031	95	301	ASSISTANT PRINCIPAL/OTHER OFFICE	0	01	COMPOSITION TILE	1976	SATISFACTORY	14	13	21
032	34	331	CUSTODIAL SERVICE CLOSET	0	01	COMPOSITION TILE	1976	SATISFACTORY	14	13	21
033	575	252	SMALL HEALTH LAB	12	01	COMPOSITION TILE	1976	SATISFACTORY	14	13	21



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

034	54	821	STAFF RESTROOM (BOTH SEXES)	0	01	COMPOSITION TILE	1976	SATISFACTORY	14	13	21
035	54	821	STAFF RESTROOM (BOTH SEXES)	0	01	COMPOSITION TILE	1976	SATISFACTORY	14	13	21

	Satisfactory		Unsatisfactory		Failed Standards		Scheduled For Replacement	
	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations
Permanent	8,061	50	0	0				
TOTAL	8,061	50	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

DISTRICT: 20 GADSDEN COUNTY SCHOOL DISTRICT

FACILITY: 21-A GADSDEN TECHNICAL INSTITUTE

BUILDING: 99 - RELOCATABLE BUILDINGS

Owner: SCHOOL BOARD	Light: ADEQUATE	Cooling: INDIVIDUAL UNITS
Use: VOCATIONAL TECHNICAL	Mech Vent: ADEQUATE	Heat Source: ELECTRIC
Year Constructed: 1996	Artificial Lighting: SHIELDED FLORESCENT	Heat Distribution: INDIVIDUAL UNIT REVERSE CYCLE
Year Modified:	Educational TV: FIXED SERVICE RECEIVER	Heat Capacity: ADEQUATE
Average Age NSF: 1996	Intercom: TWO WAY COMPLETE	Walls: RELOCATABLE
Relocatable Units: 3	Telephone: PARTIAL SYSTEM	Struct Comp: RELOCATABLE
Stories: 1		Corridor: NONE

ROOM	NET SQ FT	DESIGN CODE	DESCRIPTION	STU STA	FLR LOC	FLOOR COVER	YEAR CONST	CONDITION	BLDG	PAR	FAC
056	864	340	DINING AREA	0	01	CARPET	1996	SATISFACTORY	99	13	21
058	1909	32	SENIOR HIGH OPEN PLAN (9-12)	50	01	CARPET	1996	SATISFACTORY	99	13	21
059	1942	32	SENIOR HIGH OPEN PLAN (9-12)	50	01	CARPET	1996	SATISFACTORY	99	13	21

	Satisfactory		Unsatisfactory		Failed Standards		Scheduled For Replacement	
	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations	Square Feet	Student Stations
Relocatable	4,715	100	0	0	0	0	0	0
TOTAL	4,715	100	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

STUDENT STATIONS BY DESIGN CODE FOR:

FACILITY: GADSDEN TECHNICAL INSTITUTE

Design Code	Design Code Description	Satis Stu Sta			Unsat Stu Sta			Sat	Unsat	Satis Rooms			Unsatis Rooms			Fail Std Stu Sta	Repl Stu Sta	Fail Std Rooms	Repl Rooms
		Perm	Mod	Relo	Perm	Mod	Relo	Tot	Tot	Perm	Mod	Relo	Perm	Mod	Relo	Relo	Relo	Relo	Relo
00032	SENIOR HIGH OPEN PLAN (9-12)	0	0	100	0	0	0	100	0	0	0	2	0	0	0	0	0	0	0
00212	BUSINESS EDUCATION LAB	18	0	0	0	0	0	18	0	1	0	0	0	0	0	0	0	0	0
00222	SMALL DISTRIBUTIVE/DIVERSIFIED LAB	20	0	0	0	0	0	20	0	1	0	0	0	0	0	0	0	0	0
00244	SMALL INDUSTRIAL LAB	108	0	0	0	0	0	108	0	7	0	0	0	0	0	0	0	0	0
00245	MEDIUM INDUSTRIAL LAB	20	0	0	0	0	0	20	0	1	0	0	0	0	0	0	0	0	0
00246	LARGE INDUSTRIAL LAB	35	0	0	0	0	0	35	0	2	0	0	0	0	0	0	0	0	0
00252	SMALL HEALTH LAB	32	0	0	0	0	0	32	0	2	0	0	0	0	0	0	0	0	0
00272	VOCATIONAL LAB SUPPORT SPACE	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0
00300	PRINCIPAL/DIRECTOR OFFICE	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00301	ASSISTANT PRINCIPAL/OTHER OFFICE	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0
00302	BOOKKEEPING OFFICE	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00304	RECEPTION AREA	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00306	CONFERENCE ROOM	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00308	GENERAL SCHOOL STORAGE	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00315	TEACHER PLANNING OFFICE	0	0	0	0	0	0	0	0	10	0	0	0	0	0	0	0	0	0
00316	TEACHER LOUNGE/DINING	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0
00331	CUSTODIAL SERVICE CLOSET	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00333	FLAMMABLE STORAGE	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00340	DINING AREA	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
00700	INSIDE CIRCULATION	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0
00701	COVERED WALKWAY	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0
00702	MECHANICAL ROOM	0	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0
00707	TELEPHONE EQUIPMENT/COMMUNICATION CLOSET	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0



FLORIDA INVENTORY OF SCHOOL HOUSES (FISH)

FACILITY INVENTORY REPORT

Design Code	Design Code Description	Satis Stu Sta			Unsat Stu Sta			Sat	Unsat	Satis Rooms			Unsatis Rooms			Fail Std Stu Sta	Repl Stu Sta	Fail Std Rooms	Repl Rooms
		Perm	Mod	Relo	Perm	Mod	Relo	Tot	Tot	Perm	Mod	Relo	Perm	Mod	Relo	Relo	Relo	Relo	Relo
00808	MATERIAL STORAGE	0	0	0	0	0	0	0	0	23	0	0	0	0	0	0	0	0	0
00810	MATERIAL STORAGE (LARGE)	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00812	PROJECT STORAGE	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00815	STUDENT RESTROOM (MALE)	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00816	STUDENT RESTROOM (FEMALE)	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
00821	STAFF RESTROOM (BOTH SEXES)	0	0	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0
00840	VOCATIONAL RELATED CLASSROOM	0	0	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0
00843	LAUNDRY (HOME ECONOMICS)	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
00850	VOCATIONAL TOOL STORAGE (SMALL)	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Totals:		233	0	100	0	0	0	333	0	118	0	3	0	0	0	0	0	0	0

GADSDEN COUNTY SCHOOL BOARD

REGULAR MEETING: February 26, 2013

Suggested script for amending Gadsden County School Board Policies Numbered 2.25 and 4.11(Student Progression Plan).

() CHAIRPERSON

The next agenda item is Item Number ____ which includes consideration of, and action upon School Board Policies Numbered 2.25 and 4.11(Student Progression Plan). Based upon professional judgment and past experience, modifications of this policy will have little to no economic impact. For this reason no action is being taken on an economic impact statement. THIS PUBLIC HEARING IS INCLUDED IN THE REGULAR MEETING OF THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, held on February 26, 2013, in the regular School Board Meeting Room in the Max D. Walker Administration Building at Number 35 Martin Luther King Jr. Blvd., Quincy, Florida. The hearing is for the purpose of receiving input and comments from the public on policies 2.25 and 4.11. This hearing is being electronically recorded. The hour is now ____ p.m. At an appropriate time, the Chair will invite from the audience questions, comments, evidence, arguments, oral statements or other information regarding the proposed action. At that time, each individual wishing to address the Board will please first rise, be recognized by the Chair, and state her or his name.

() SUPERINTENDENT Mr./Madam Chairperson, each member of the Board has been furnished a copy of the proposed policy previously described by you. I recommend that the Board amend School Board Policies Numbered 2.25 and 4.11(Student Progression Plan).

() CHAIRPERSON If there is anyone who wishes to ask questions, make comments, present evidence or oral arguments or present other information regarding the proposed action, you may do so at this time.

(QUESTIONS, COMMENTS, ETC., IF ANY.)

() A MEMBER Mr./Madam Chairperson, I move to amend Policies 2.25 and 4.11.

() A MEMBER I second the motion.

() CHAIRPERSON There is a motion and a second to amend policies 2.25 and 4.11. Is there any further discussion? All in favor of the motion please say aye- All opposed... The policy has been amended and it is so ordered. The next item on the agenda is Item Number ____.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

SCHOOL BOARD ADOPTED PLANS

2.25+

The School Board has plans, manuals, handbooks and codes which outline procedures to be followed relative to stated topics. The plans, manuals, handbooks and codes listed below may be adopted by reference as part of these rules when required by other Board rules, Florida Statutes, or other controlling requirements.

Administrative Services

- * Budget Document
 - District Emergency Plan
 - District Five-year Work Plan
 - District Master In-Service Plan
 - District Procedures Manual
 - District Safety Plan
 - General Outline of Revenue and Meal Accountability Procedure
 - Gadsden County Leadership Development / William C. Golden Professional Development Program
- * Position Description
 - Project Priority List
 - School Plant Survey
 - Transportation Procedures Manual

Instructional Services

- After School Child Care Program Manual
- * Code of Student Conduct
 - District Testing Procedures Manual
 - Instructional Materials Manual

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

Instructional Technology Plan

Limited-English Proficient LEP Plan

Manual for Admissions and Placement for ESE Programs

* Student Progression Plan

School Handbooks

School Health Procedures Manual

School Improvement Plans

Special Programs and Procedures Manual

Student Education Records Manual

Student Performance Standards

Student Performance Standards of Excellence

Student Report Cards

Student Services Plan

Truancy Plan

* These documents are adopted by the Board in accord with Florida Statute 120 (Administrative Procedures Act); all other documents are either approved or revised by the Board from time-to-time.

STATUTORY AUTHORITY:

1001.41, 1001.42, F. S.

LAWS IMPLEMENTED:

1001.41, 1001.43, F.S.

HISTORY:

ADOPTED:
REVISION DATE(S): 07/15/03, 11/17/09
FORMERLY: 8.220; 8.301; 8.302

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

STUDENT PROGRESSION PLAN

4.11*+

The School Board shall approve the *Student Progression Plan* and copies maintained in the District office and at each school. The Plan shall be pursuant to Florida Statutes and shall be comprehensive to include student performance standards and promotional and graduation requirements for Grades K-12, adult and general education, exceptional student education, dual enrollment, job entry, and vocational education including programs and courses in agriculture, business, marketing, health occupations, public service, home economics, industrial, and compensatory education. After School Board approval, the District's *Student Progression Plan* shall be made a part of this rule.

STATUTORY AUTHORITY:

1001.41, 1006.04, F.S.

LAW(S) IMPLEMENTED:

1001.43, 1003.43, 1003.437, F.S.

STATE BOARD OF EDUCATION RULE(S):

6A-1.0941

HISTORY:

ADOPTED:
REVISION DATE(S): 2/23/05, 11/17/2009
FORMERLY: NEW

STUDENT PROGRESSION PLAN

2012-2013



“Building a Brighter Future for All Students”

Gadsden County Schools

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Quincy, Florida 32351
850-627-9651

Reginald James
Superintendent of Schools

Board Approved 00/00/0000

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STUDENT PROGRESSION PLAN
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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.

LEGAL BASIS OF THE STUDENT PROGRESSION PLAN

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.

COMPREHENSIVE PROGRAM - F.S. 1008.25 (2)

Each district school board shall establish a comprehensive program for student progression which must include the following:

1. Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
2. Specific levels of performance in reading, writing, science and mathematics for each grade level, including the levels of performance on statewide assessments, as defined by the Commissioner of Education. If below level performance is documented, the 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.
3. An appropriate alternative placement must be made for a student who has been retained two (2) or more years. For students retained in third grade who have been retained twice in the K-3 school years, an Intensive Acceleration Class is to be provided.

ALLOCATION OF RESOURCES - F.S. 1008.25 (3)

District school boards shall allocate remedial and supplemental instructional resources to students, with priority given to: students who are deficient in reading by the end of third grade and students who fail to meet performance levels required for promotion, consistent with the District school board's plan for student progression required in # 2.

ASSESSMENT AND REMEDIATION - F.S. 1008.25 (4)

- (a) Each student must participate in the statewide assessment tests required by *F.S.1008.22*. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction as described in paragraph (b).
- (b) The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a **progress monitoring plan**. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:
 1. A federally required student plan such as an individual education plan;
 2. A school-wide system of progress monitoring for all students; or
 3. An individualized progress monitoring plan.The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as

having a deficiency in reading, the K-12 comprehensive reading plan required by *F.S.1011.62(9)* shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

- (c) Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

READING DEFICIENCY AND PARENTAL NOTIFICATION - F.S. 1008.25 (5)

- (a) It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.
- (b) Beginning with the 2002-2003 school year, if the student's reading deficiency, as identified in paragraph (a), is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained.
- (c) The parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be notified in writing of the following:
 1. That his or her child has been identified as having a substantial deficiency in reading.
 2. A description of the current services that are provided to the child.
 3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
 4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
 5. Strategies for parents to use in helping their child succeed in reading proficiency.
 6. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
 7. The district's specific criteria and policies for midyear promotion. (Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.)

ELIMINATION OF SOCIAL PROMOTION - F.S. 1008.25 (6)

- (a) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- (b) The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions shall be limited to the following:
 - 1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
 - 2. Students with disabilities whose individual education plan 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 an alternative standardized reading assessment approved by the State Board of Education.
 - 4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.
 - 5. Students with disabilities who participate in the FCAT and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
 - 6. Students who have received intensive remediation in reading for 2 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 2 years. Intensive reading instruction for students so promoted must include an altered instructional day that includes 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.
- (c) Requests for good cause exemptions for students from the mandatory retention requirement as described in **F.S. 1008.25** (b)3 and 4 shall be made consistent with the following:
 - 1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.
 - 2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the

district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

SUCCESSFUL PROGRESSION FOR RETAINED READERS - F.S. 1008.25 (7)

1. Students retained due to a deficiency in reading must be provided intensive interventions in reading to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district's summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.
2. Beginning with the 2004-2005 school year, each school district shall:
 1. Conduct a review of student progress monitoring plans for all students who did not score above Level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good cause exemptions in **F.S. 1008.25 (6)(b)**. The review shall address additional supports and services, as described in this subsection, needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each such student.
 2. Provide students who are retained under the provisions of paragraph (5)(b) with intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to:
 - a. Small group instruction.
 - b. Reduced teacher-student ratios.
 - c. More frequent progress monitoring.
 - d. Tutoring or mentoring.
 - e. Transition classes containing 3rd and 4th grade students.
 - f. Extended school day, week, or year.
 - g. Summer reading camps.
 3. Provide written notification to the parent of any student who is retained under the provisions of **F.S. 1008.25 (5)(b)** that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in **F.S. 1008.25 (6)(b)**. The notification must comply with the provisions of s. 1002.20(15) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
 4. Implement a policy for the mid-year promotion of any student retained under the provisions of **F.S. 1008.25 (5)(b)** who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Tools that school districts may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT, as

determined by the State Board of Education. The State Board of Education shall adopt standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate 4th grade level reading skills.

5. Provide students who are retained under the provisions of **F.S. 1008.25 (5)(b)** with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
6. Provide parents of students to be retained with at least one of the following instructional options:
 - a. Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school.
 - b. A "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading.
 - c. A mentor or tutor with specialized reading training.
7. Establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall:
 - a. Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools. The assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - b. Be provided during regular school hours in addition to the regular reading instruction.
 - c. Provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:
 - (I) Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level.
 - (II) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - (III) Provides scientifically based and reliable assessment.
 - (IV) Provides initial and ongoing analysis of each student's reading progress.
 - (V) Is implemented during regular school hours.
 - (VI) Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.
8. Establish at each school, where applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score at Level 1 on the reading portion of the FCAT. The focus of the Intensive Acceleration Class shall be to increase a child's reading level at least two grade levels in 1 school year. The Intensive Acceleration Class shall:

- a. Be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT.
 - b. Have a reduced teacher-student ratio.
 - c. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas.
 - d. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
 - e. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist.
 - f. Include weekly progress monitoring measures to ensure progress is being made.
 - g. Report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester.
9. Report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of requested reports.
10. Provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS – F.S. 1002.3105

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. Each school must offer a minimum of the following ACCEL options:

- whole-grade and midyear promotion
- subject-matter acceleration
- instruction in higher grade level subjects
- Credit Acceleration Program under s. 1003.4295, F.S.

Additional ACCEL options may include, but are not limited to, the following:

- enriched science, technology, engineering, and mathematics (STEM) coursework
- enrichment programs
- flexible grouping
- advanced academic courses
- combined classes

- self-paced instruction
- curriculum compacting
- advanced-content instruction
- telescoping curriculum.

Special note: Curriculum compacting is a process whereby a student is given a pre-assessment giving the teacher information about what content the student has already mastered. The student would then not be required to complete mastered content, but work on alternate or enrichment activities instead. In 'telescoped' curriculum, material is not necessarily 'skipped' but students move more quickly through all material thereby eliminating repetition and considerably increasing the pace of instruction to meet the needs of high potential students.

Principal Determined Eligibility Requirements

When the promotion or acceleration occurs within the principal's school, each principal must establish student eligibility requirements for

- virtual instruction in higher grade level subjects
- whole-grade promotion
- mid-year promotion
- subject-matter acceleration.

If a school offers enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, telescoping curriculum, or an alternative ACCEL option established by the principal, the principal must establish student eligibility requirements.

School District Determined Eligibility and Procedural Requirements

The school district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural requirements established by the school district must be included in the school district's comprehensive student progression plan as outlined in s. 1008.25, F.S.

Student Eligibility Considerations

When establishing student eligibility requirements, principals and school districts must consider, at a minimum:

- The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to s. 1008.22, F.S.
- The student's grade point average
- The student's attendance and conduct record
- Recommendations from one or more of the student's teachers in core-curricula courses as outlined in s. 1003.01(14)(a)-(e), F.S.
- A recommendation from a guidance counselor if one is assigned to the school in which the student is enrolled.

Each principal must inform parents and students of the ACCEL options available at the school and the student eligibility requirements for ACCEL options established pursuant to s. 1002.3105(2)(a), F.S. Each principal must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher-grade level subjects; or an alternative ACCEL option established by the principal. If the parent selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to s. 1002.3105(2)(a), F.S., the student must be provided the opportunity to participate in the ACCEL option.

The school district must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. If the parent selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district's comprehensive student progression plan, as required in s. 1002.3105(2)(b), F.S., the student must be provided the opportunity to participate in the ACCEL option.

If a student participates in an ACCEL option pursuant to the parental request under s. 1002.3105(2)(b)1., F.S., a performance contract must require compliance with:

- (4)(c)1. Minimum student attendance requirements.
- (4)(c)2. Minimum student conduct requirements.
- (4)(c)3. ACCEL option requirements established by the principal, who may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

At the beginning of each school year, parents of students in or entering high school must be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses and options for early or accelerated high school graduation as outlined in ss. 1003.4281 and 1003.429.

DIGITAL LEARNING – F.S. 1002.321

The school district has established multiple opportunities for student participation in part-time and full-time kindergarten through grade 12 virtual instruction. Options include, but are not limited to:

- (4)(a) School district operated part-time or full-time virtual instruction programs under s. 1002.45(1)(b) for kindergarten through grade 12 students enrolled in the school district. A full-time program shall operate under its own Master School Identification Number.
- (4)(b) Florida Virtual School instructional services authorized under s. 1002.37.

- (4)(c) Blended learning instruction provided by charter schools authorized under s. 1002.33.
- (4)(d) Full-time virtual charter school instruction authorized under s. 1002.33.
- (4)(e) Courses delivered in the traditional school setting by personnel providing direct instruction through virtual instruction or through blended learning courses consisting of both traditional classroom and online instructional techniques pursuant to s. 1003.498.
- (4)(f) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498.

The Florida Virtual School may provide full-time and part-time instruction for students in kindergarten through grade 12. To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in s. 1002.455(2). Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of course assessments required pursuant to s. 1008.22(3)(c)2. Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessment must take all end-of-course assessments required pursuant to s. 1008.22(3)(c)2. All statewide assessments must be taken at the school to which the student would be assigned according to district school board attendance areas. A school district must provide the student with access to the school's testing facilities.

The district must provide parents with timely written notification of at least one open enrollment period for full-time students of 90 days or more, which ends 30 days before the first day of the school year. The purpose of the program is to make quality virtual instruction available to students using online and distance learning technology in the nontraditional classroom. A school district virtual instruction program shall consist of the following:

- (1)(b)1. Full-time virtual instruction for students enrolled in kindergarten through grade 12.
- (1)(b)2. Part-time virtual instruction for students enrolled in kindergarten through grade 12 courses are measured by each approved provider's school grade or school improvement rating as specified in s. 1002.45(8)(a)2., F.S.
- (1)(b)3. Full-time or part-time virtual instruction for students enrolled in dropout prevention and academic intervention programs, Department of Juvenile Justice education programs, core-curricula courses to meet class size requirements, or Florida College System institutions.

A student is eligible to participate in virtual instruction if:

- (2)(a) The student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during October and February for purposes of the Florida Education Finance Program surveys.
- (2)(b) The student is a 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 a permanent change of station order.

- (2)(c) The student was enrolled during the prior school year in a virtual instruction program under s. 1002.45, F.S., the K-8 Virtual School Program under s. 1002.415, F.S., or a full-time Florida Virtual School program under s. 1002.37(8)(a), F.S.
- (2)(d) The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year.
- (2)(e)(f) The student is eligible to enter kindergarten or first grade or the student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School.

The virtual instruction options include:

- (3)(a) School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.45(1)(b), F.S. for students enrolled in the school district.
- (3)(b) Full-time virtual charter school instruction authorized under s. 1002.33, F.S.
- (3)(c) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498, F.S.

PROCEDURES AND MAINTENANCE OF STUDENT RECORDS – F.S. 1003.25(3)

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida’s public schools Effective July 1, 2012, the procedures shall be as follows:

(1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (3) of this rule.

(2) If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student’s transcript shows credit received in Algebra 1, or an equivalent course; Geometry, or an equivalent course; or Biology 1, or an equivalent course, the decision as to whether the student must take Florida’s statewide, standardized end-of-course (EOC) assessment in Algebra 1, Geometry, or Biology 1, respectively, shall be made by the school principal as follows:

(a) A transfer student will not take Florida’s

1. Algebra 1 EOC Assessment if the student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school, or achieved a passing score on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act, 20 U.S.C. ss. 6301, et seq., or if the student achieves an equivalent score on another assessment as identified pursuant to Section 1008.22(11), F.S.

2. Geometry EOC Assessment if the student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school, or if the student achieves an equivalent score on another assessment as identified pursuant to Section 1008.22(11), F.S.

3. Biology 1 EOC Assessment if the student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school, or if the student achieves an

equivalent score on another assessment as identified pursuant to Section 1008.22(11), F.S.

(b) A transfer student will take Florida's EOC assessments in Algebra 1, Geometry, and Biology 1 under all other circumstances and must pass the EOC in order to earn credit in the course.

(3) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school 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. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (4) of this rule.

(4) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

(a) Portfolio evaluation by the superintendent or designee;

(b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;

(c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;

(d) Demonstrated proficiencies on nationally-normed standardized subject area assessments;

(e) Demonstrated proficiencies on the FCAT and on EOC assessment(s) for course(s) that require a passing score on an EOC assessment in order to award course credit; or

(f) Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (4)(d) and (e) of this rule if required.

Rulemaking Authority 1003.25(3), 1008.22(13) FS. Law Implemented 1003.25(3), 1008.22(9)(b) FS. History—New 8-28-00, Formerly 6-1.099, Amended 9-22-03, 4-30-12.

ANNUAL REPORT - F.S. 1008.25 (8)

(a) Each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

(b) Each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.

1. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.
2. By grade, the number and percentage of all students retained in grades 3 through 10.

3. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in **F. S.1008.25 (6)(b)**.
4. Any revisions to the district school board's policy on student retention and promotion from the prior year.

RESPONSIBILITIES/ROLES RELATING TO STUDENT PROGRESSION

RESPONSIBILITIES OF THE PRINCIPAL

- Supervise the implementation of the Student Progression Plan at the school
- Assist and supervise teachers use of focus calendars/lessons, pacing guides, Sunshine State Standards, FCAT item specifications, and assessment information
- Make final decisions regarding the assignment of specific students
- Insure that parents or guardians are advised of student progress and of the possible retention of their child as soon as possible
- Upon request, make available to all parents/guardians and students a copy of the Student Progression Plan at the time the student is officially enrolled in the school.

RESPONSIBILITIES OF THE TEACHER

- Use focus calendars/lessons, pacing guides, [Next Generation/Common Core](#) Sunshine State Standards, reading/language arts, mathematics and science assessment information as required by the school and district
- Utilize all available data including mini-assessments, quarterly assessments, daily assignments, teacher observations, portfolios, past performance, and other available information to plan instruction and evaluate student performance
- Correlate student evaluation to [Next Generation/Common Core](#) Sunshine State Standards, FCAT [2.0](#) item specifications, [End-of-Course assessment test item](#) specifications and district adopted programs
- Determine student's grades and follow established district and school procedures for reporting and recording student grades
- Help students acquire study skills and self-discipline needed to complete their subjects successfully,
- Inform parents or guardians of students' progress and seek their assistance in meeting student needs
- Schedule conferences with parents if a student's progress report indicate that he/she is having difficulty
- Follow the Student Progression Plan as it pertains to grade level assignment

RESPONSIBILITIES OF THE PARENT

- Ensure regular school attendance by the student
- Encourage student to have good study habits, work habits, self-discipline and respect for his/her school and school personnel
- Respond promptly to all requests from the school for information

- Review school progress reports at the middle of each nine-week period and school report cards at the end of each nine-week grading period
- Schedule parent/teacher conferences if progress reports or report cards indicate your child is having difficulty
- Participate in scheduled conferences with your child's teacher or school

RESPONSIBILITIES OF THE STUDENT

- Maintain regular attendance
- Complete all assignments in each of your classes
- Make sure all report cards and other communications from the school is given to your parent/guardian
- Develop good study habits and self-discipline, as well as accept additional help from available educational personnel and parents if experiencing school related problems,
- Develop good test taking strategies and put forth your best effort when taking tests

PROGRESS MONITORING PLAN

Each student who does not meet specific levels of performance as determined by the district School Board in reading, writing, mathematics and science, as defined in the progression section, must be provided additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Assessment results and notification of an academic deficiency will be shared with parent/guardian in a formal conference or by mail. The teacher and counselor, in consultation with the student's parent/guardian, must develop a Progress Monitoring Plan (PMP) to assist the student in meeting state and district expectations for proficiency.

A PMP is required for all students scoring a level 1 in reading in grades 3-10 and/or math in grades 3-~~8~~¹⁰, and/or End-of-Course exams in Algebra I, geometry, and/or Biology I. ~~science in grade 11~~ The plan must include intensive remedial instruction in the areas of weakness. Schools are expected to provide strategies that meet the needs of students. These strategies may include but are not limited to dropout prevention services, parent tutorial programs, contracted academic services, exceptional student education services, modified curriculum, reading instruction, after school and other extended day services, tutoring, mentoring, and intensive skills development programs. F.S. 1008.25 (4) (b) (c))

The Progress Monitoring Plan should provide the following information:

- Clearly identify the specific diagnosed academic needs to be remediated,
- Clearly identify the proven research-based intervention strategies to be used,
- Clearly identify a variety of remedial instruction to be provided, and
- Clearly identify the monitoring and re-evaluation activities to be used

If the student has been identified with a reading deficiency, Gadsden County School District's K-12 Comprehensive Reading Plan dictates that instructional and support services will be provided to desired levels of performance.

Additionally, if subsequent evaluation determines that the deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental instruction until expectations are met, or the student graduates from high school, or the student is not subject to compulsory school attendance.

ASSESSMENT OF STUDENT PERFORMANCE

F.S. 1008.24(4) states that each student must participate in the Statewide Assessment Testing Program (~~Florida Comprehensive Assessment Test—FCAT~~) that measures achievement of the Next Generation/Common Core Sunshine State Standards.

The FCAT is administered by content area and grade levels as follows:

- ~~FCAT 2.0 Reading is and Mathematics are~~ administered at grades 3-10.
- FCAT 2.0 Mathematics in administered at grades 3-8.
- ~~FCAT 2.0 Science~~ is administered at grades 5 ~~and~~8, ~~and~~11.
- ~~FCAT 2.0 Writing~~esis administered at grades 4, 8, and 10.
- End-of-Course assessments are administered to students completing Algebra I, geometry, and Biology I, regardless of the grade level in which the course is taken.

In addition to the required state assessments, the Gadsden County School District has identified various methods of assessing students' progress:

- ~~The Stanford 10 nationally normed standardized achievement test is used at grades 1 and 2 to determine student achievement levels in reading~~
- District-produced assessments will provide consistent documentation of performance regarding Sunshine State Standards
- Other school/district developed assessments may be used to measure student performance

STUDENT ATTENDANCE

F. S. 1003.21 (1)(a) requires all children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term.

F. S. 1003.21(1)(a) 2. Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergartens during that school year under rules adopted by the district school board.

- (a) Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for

kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. However, nothing in this section shall authorize the state or the school district to oversee or exercise control over the curricula or academic programs of private schools or home education programs.

(b) A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey provided by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

(c) Students who become or have 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. Pregnant students may attend alternative education programs or adult education programs, provided that the curriculum allows the student to continue to work toward a high school diploma.

(d) Consistent with rules adopted by the State Board of Education, children with disabilities who have attained the age of 3 years shall be eligible for admission to public special education programs and for related services. Children with disabilities younger than 3 years of age who are deaf or hard of hearing; visually impaired; dual sensory impaired; orthopedically impaired; other health impaired; who have experienced traumatic brain injury; who have autism spectrum disorder; established conditions, or who exhibit developmental delays or intellectual disabilities may be eligible for special programs and may receive services in accordance with rules of the State Board of Education. Rules for the identification of established conditions for children birth through 2 years of age and developmental delays for children birth through 5 years of age must be adopted by the State Board of Education.

(e) Children and youths who are experiencing homelessness and children who are known to the department, as defined in F.S.39.0016, must have access to a free public education and must be admitted to school in the school district in which they or their families live. School districts shall assist such children in meeting the requirements of **F. S. 1003.21** (4) and F.S.1003.22, as well as local requirements for documentation.

F. S. 1003.21 (4) Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of F. S. 1003.21(1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

(a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;

(b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;

(c) An insurance policy on the child's life that has been in force for at least 2 years;

(d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;

(e) A passport or certificate of arrival in the United States showing the age of the child;

(f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or

(g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the district school board, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. Children and youths who are experiencing homelessness and children who are known to the department, as defined in F.S.39.0016, shall be given temporary exemption from this section for 30 school days.

ENFORCEMENT OF SCHOOL ATTENDANCE / TRUANCY

F.S. 1003.26 states that the Legislature finds poor academic performance is associated with nonattendance and school districts must take an active role in promoting and enforcing attendance as a means of improving student performance. It is the policy of the state that each superintendent be responsible for enforcing school attendance of all students subject to the compulsory school age in the school district and supporting enforcement of school attendance by

local law enforcement agencies. School board policies require the parent of a student to justify each absence of the student, and that justification will be evaluated based on adopted district school board policies that define excused and unexcused absences. The policies provide that schools track excused and unexcused absences and contact the home in the case of an unexcused absence from school, or an absence from school for which the reason is unknown, to prevent the development of patterns of nonattendance. The Legislature finds that early intervention in school attendance is the most effective way of producing good attendance habits that will lead to improved student learning and achievement. Each public school shall implement the following steps to promote and enforce regular school attendance:

(1) (a) Upon each unexcused absence, or absence for which the reason is unknown, the school principal or his or her designee shall contact the student's parent to determine the reason for the absence. If the absence is an excused absence, as defined by district school board policy, the school shall provide opportunities for the student to make up assigned work and not receive an academic penalty unless the work is not made up within a reasonable time.

(b) If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, the student's primary teacher shall report to the principal or his or her designee that the student may be exhibiting a pattern of nonattendance. The principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's child study team to determine if early patterns of truancy are developing. If the child study team finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies, and the principal shall notify the superintendent and the school district contact for home education programs that the referred student is exhibiting a pattern of nonattendance.

(c) If an initial meeting does not resolve the problem, the child study team shall implement the following:

1. Frequent attempts at communication between the teacher and the family.
2. Evaluation for alternative education programs.
3. Attendance contracts.

The child study team may, but is not required to, implement other interventions, including referral to other agencies for family services or recommendation for filing a truancy petition pursuant to F.S. 984.151.

(d) The child study team shall be diligent in facilitating intervention services and shall report the case to the superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted.

(e) If the parent refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent may appeal to the school board. The school board may provide a hearing officer, and the hearing officer shall make a recommendation for final action to the school board. If the school board's final determination is that the strategies of the child study team are appropriate, and the parent still refuses to participate or cooperate, the superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

(f)1. If the parent of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a home education program pursuant to chapter 1002 of the Florida Statutes, the superintendent shall provide the parent a copy of F.S. 1002.41 and the accountability requirements of this paragraph. The superintendent shall also refer the parent to a home education review committee composed of the district contact for home education programs and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for at least 3 years and who have indicated a willingness to serve on the committee. The home education review committee shall review the portfolio of the student, as defined by F.S. 1002.41, every 30 days during the district's regular school terms until the committee is satisfied that the home education program is in compliance with F.S.1002.41(1)(b). The first portfolio review must occur within the first 30 calendar days of the establishment of the program.

(f)2. If the parent fails to provide a portfolio to the committee, the committee shall notify the superintendent. The superintendent shall then terminate the home education program and require the parent to enroll the child in an attendance option that meets the definition of "regular school attendance" under F.S. 1003.01(13)(a), (b), (c), or (e), within 3 days. Upon termination of a home education program, the parent shall not be eligible to reenroll the child in a home education program for 180 calendar days. Failure of a parent to enroll the child in an attendance option as required after termination of the home education program shall constitute noncompliance with the compulsory attendance requirements of F.S.1003.21 and may result in criminal prosecution under F.S.1003.27(2). Nothing contained herein shall restrict the ability of the district school superintendent, or the ability of his or her designee, to review the portfolio pursuant to F.S.1002.41(1)(b).

(g) If a student subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent or the superintendent or his or her designee shall refer the case to the district's school visiting teacher/social worker pursuant to F.S. 984.12, and the district school superintendent or his or her designee may file a truancy petition pursuant to the procedures in F.S. 984.151.

(2) (a) Under the direction of the superintendent, a designated school representative shall give written notice that requires enrollment or attendance within 3 days after the date of notice, in person or by return-receipt mail, to the parent when no valid reason is found for a student's non-enrollment in school. If the notice and requirement are ignored, the designated school representative shall report the case to the superintendent, and may refer

the case to the district's school visiting teacher/social worker. The superintendent shall take such steps as are necessary to bring criminal prosecution against the parent.

(b) Subsequent to the activities required under subsection (1), the superintendent or his or her designee shall give written notice in person or by return-receipt mail to the parent that criminal prosecution is being sought for nonattendance. The superintendent may file a truancy petition, as defined in F.S. 984.03, following the procedures outlined in F.S. 984.151.

(3) The district's visiting teacher/social worker may visit the home or place of residence of a student and any other place in which he or she is likely to find any student who is required to attend school when the student is not enrolled or is absent from school during school hours without an excuse, and, when the student is found, shall return the student to his or her parent or to the principal or teacher in charge of the school, or to the private tutor from whom absent, or to the juvenile assessment center or other location established by the district school board to receive students who are absent from school. Upon receipt of the student, the parent shall be immediately notified.

(4) The district's visiting teacher/social worker shall report to the appropriate authority designated by law to receive such notices, all violations of the Child Labor Law that may come to his or her knowledge.

(5) The district's visiting teacher/social worker shall have the right of access to, and inspection of, establishments where minors may be employed or detained only for the purpose of ascertaining whether students of compulsory school age are actually employed there and are actually working there regularly. The designated school representative shall, if he or she finds unsatisfactory working conditions or violations of the Child Labor Law, report his or her findings to the appropriate authority.

COURT PROCEDURE AND PENALTIES

F.S.1003.27 requires that the court procedure and penalties for the enforcement of the provisions of this part, relating to compulsory school attendance, shall be as follows:

(1) The circuit court has original and exclusive jurisdiction of all proceedings against, or prosecutions of, students under the provisions of this part. Proceedings against, or prosecutions of, parents or employers as provided by this section shall be in the court of each county having jurisdiction of misdemeanors wherein trial by jury is afforded the defendant.

(2) (a) In each case of non-enrollment or of nonattendance upon the part of a student who is required to attend some school, when no valid reason for such non-enrollment or non-attendance is found, the district school superintendent shall institute a criminal prosecution against the student's parent.

(b) Each principal or the principal's designee shall notify the district school board of each minor student under its jurisdiction who accumulates 15 unexcused absences in a period of 90 calendar days. The superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of F.S. 322.091. The Department of Highway Safety and Motor Vehicles may not issue a driver's license or learner's driver's license to, and shall suspend any previously issued driver's license or learner's driver's license of, any such minor student, pursuant to the provisions of F.S. 322.091.

HABITUAL TRUANCY CASES

F.S.1003.27 (3) states that the superintendent is authorized to file a truancy petition, as defined in F.S. 984.03, following the procedures outlined in s. 984.151. If the district school superintendent chooses not to file a truancy petition, procedures for filing a child-in-need-of-services petition shall be commenced pursuant to this subsection and chapter 984. In accordance with procedures established by the district school board, the designated school representative shall refer a student who is habitually truant and the student's family to the children-in-need-of-services and families-in-need-of-services provider or the case staffing committee, established pursuant to F.S. 984.12, as determined by the cooperative agreement required in this section. The case staffing committee may request the Department of Juvenile Justice or its designee to file a child-in-need-of-services petition based upon the report and efforts of the district school board or other community agency or may seek to resolve the truant behavior through the school or community-based organizations or agencies. Prior to and subsequent to the filing of a child-in-need-of-services petition due to habitual truancy, the appropriate governmental agencies must allow a reasonable time to complete actions required by this section and F.S. 1003.26 to remedy the conditions leading to the truant behavior. Prior to the filing of a petition, the district school board must have complied with the requirements of F.S.1003.26, and those efforts must have been unsuccessful.

F.S.1003.27 (6) Proceedings or prosecutions under this chapter may be commenced by the superintendent, the district visiting teacher/social worker, by the probation officer of the county, by the executive officer of any court of competent jurisdiction, by an officer of any court of competent jurisdiction, or by a duly authorized agent of the Department of Education or the Department of Juvenile Justice. If a proceeding has been commenced against both a parent and a child pursuant to this chapter, the presiding courts shall make every effort to coordinate sanctions against the child and parent, including ordering the child and parent to perform community service hours or attend counseling together.

F.S.1003.27 (7) The penalties for refusing or failing to comply with Florida Statutes and School Board Rules shall be as follows:

(a) *The parent.--*

1. A parent who refuses or fails to have a minor student who is under his or her control attend school regularly, or who refuses or fails to comply with the

requirements in subsection (3), commits a misdemeanor of the second degree, punishable as provided in F.S. 775.082 or F.S. 775.083.

2. The continued or habitual absence of a minor student without the consent of the principal or teacher in charge of the school he or she attends or should attend, or of the tutor who instructs or should instruct him or her, is prima facie evidence of a violation of this chapter; however, a showing that the parent has made a bona fide and diligent effort to control and keep the student in school shall be an affirmative defense to any criminal or other liability under this subsection and the court shall refer the parent and child for counseling, guidance, or other needed services.

3. In addition to any other punishment, the court shall order a parent who has violated this section to send the minor student to school, and may also order the parent to participate in an approved parent training class, attend school with the student unless this would cause undue hardship, perform community service hours at the school, or participate in counseling or other services, as appropriate. If a parent is ordered to attend school with a student, the school shall provide for programming to educate the parent and student on the importance of school attendance. It shall be unlawful to terminate any employee solely because he or she is attending school with his or her child pursuant to a court order.

(b) A principal or teacher who willfully violates any provision of this rule may, upon satisfactory proof of such violation, have his or her certificate revoked by the Department of Education.

(c) 1. An employer who fails to notify the superintendent when he or she ceases to employ a student who commits a misdemeanor of the second degree, punishable as provided in F.S. 775.082 or F.S. 775.083.

(c) 2. An employer who terminates any employee solely because he or she is attending school with a student pursuant to court order commits a misdemeanor of the second degree, punishable as provided in F.S. 775.082 or F.S. 775.083.

(d) 1. In addition to any other authorized sanctions, the court shall order a student found to be a habitual truant to make up all school work missed and may order the student to pay a civil penalty of up to \$2, based on the student's ability to pay, for each day of school missed, perform up to 25 community service hours at the school, or participate in counseling or other services, as appropriate.

(d) 2. Upon a second or subsequent finding that a student is a habitual truant, the court, in addition to any other authorized sanctions, shall order the student to make up all school work missed and may order the student to pay a civil penalty of up to \$5, based on the student's ability to pay, for each day of school missed, perform up to 50 community service hours at the school, or participate in counseling or other services, as appropriate.

TRANSFERRING STUDENTS

Students **transferring from a non-public Kindergarten** must meet the Florida age requirement for entry to Kindergarten.

Students **transferring from out-of-state** to Kindergarten or first grade must meet the **age requirements** for public schools in the state from which they are transferring. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school must be provided.

In order to be **admitted to Florida schools**, a student must provide the following information:

- Evidence of date of birth in accordance with *F.S.1003.21*,
- Evidence of immunization against communicable diseases as required by *F.S.1003.22*,
- Evidence of a medical examination completed within the last twelve months in accordance with *F.S.1003.22*,
- Evidence of residence at an address within the attendance area of the school to which admission is requested **or** a request for reassignment approved by the school board.
- Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the 1) Department of Children and Families or 2) under *s.722 (d) (2), F.S.*, of the Steward B. McKinney-Bruce Vento Homeless Assistance Amendments Act of 1990 and related Florida Statutes.

Students **transferring from an out-of-state school** must provide an official letter of transcript from a proper school authority, which shows the record of attendance, academic information, and the grade placement of the student.

The principal of the receiving school will determine grade placement of transfer student after receipt of official records or transcripts. If the records/transcripts or not received within two weeks of student's admission, a suitable evaluation will be done by the school counselor at the school to help determine appropriate grade placement.

Students shall be placed in the grade assigned by the previous school whenever possible.

The student shall be placed academically according to the student's educational needs as determined by the school.

PHYSICAL EDUCATION POLICY

The 2007 Legislature passed House Bill 967 which included changes in policy as it relates to Physical Education (PE).

House Bill (HB) 967

Each district school board shall provide 150 minutes of physical education each week for students in kindergarten through grade 5. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to F.S.1010.305. Such instruction may be provided by any instructional personnel as defined in F.S.1012.02 (2), regardless of certification, who are designated by the school principal. Each district school board is encouraged to provide 225 minutes of physical education each week for students in grades 6 through 8.

Senate Bill (SB) 610

SB610 revises the language of HB967 to require:

- Availability of one-on-one counseling concerning the benefits of physical education.
- Inclusion of 6th grade students who are enrolled in an elementary school to received 150 minutes of physical education per week
- Provision of at least 30 consecutive minutes of physical education on any day during which physical education instruction is conducted
- Provision for waiver options went into effect in 2009-2010.

F.S.1003.455 requires that each district school board shall adopt a written physical education policy that decides school district's physical education program and expected program outcomes. The Gadsden County School Board recognizes the value of Physical Education to the maintenance of the health and the development of life-long habits that will enhance personal fitness and wellness. Therefore, it shall be the policy of the Board that instruction in Physical Education shall be available to students in grades PreK through 12. These programs shall consist of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students.

In this new legislation, PE is defined as “the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.”

The PE requirement for students with severe and profound disabilities can be met through participation in adaptive or specially designed PE.

Strategies:

1. A standards based, balanced, sequential and progressive program of physical education

that involves moderate to vigorous physical activity:

- Teaches knowledge, motor skills, self-management skills, and positive attitudes;
 - Provides experiences that are age and developmentally appropriate;
 - Promotes activities, including dance and sports, that students find enjoyable and personally relevant which they can pursue throughout their lives;
 - Gives assignments and projects that encourage students to interact with family members
 - Is taught by well-prepared and well-supported certified physical education staff;
 - Is coordinated with the Sunshine State and National Health and Physical Education Standards
 - Reinforces and supports knowledge from other subject areas.
2. Opportunities and encouragement for K-6 elementary students to participate in supervised recess are provided.
 3. Opportunities and encouragement for students to voluntarily participate in before and after school physical activity programs, such as intramurals, clubs, and at the high school level, interscholastic athletics are provided.
 4. Opportunities and encouragement for staff and family members to be physically active are made available.
 5. School staff institutes a safe and healthy environment in which to conduct age appropriate physical activity.
 6. The program shall make effective use of school and community resources and equitably service the needs and interests of all students and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels.
 7. Provision shall be made at all levels to excuse individual students from specific activities if direction to do so is received, in writing, from the student's physician after discussion with all interested parties has taken place regarding what is best for the student. In addition, students may be excused from specific activities if those activities are contrary to their religious beliefs; a request to excuse a student from such activities must be received, in writing, from the student's parent or guardian.

Under the new legislative language, instructional personnel approved to teach PE in grades K-5 are defined in Section 1012.01(2), Florida Statutes (F.S.). The specifications of Section 1012.01(2), F.S., are as follows:

INSTRUCTIONAL PERSONNEL.--"Instructional personnel" means any K-12 staff member whose function includes the provision of direct instructional services to students. Instructional personnel also include K-12 personnel whose functions provide direct support in the learning process of students. Included in the classification of instructional personnel are the following K-12 personnel:

(a) Classroom teachers.--Classroom teachers are staff members assigned the professional activity of instructing students in courses in classroom situations, including basic instruction, exceptional student education, career education, and adult education, including substitute teachers.

(b) Student personnel services.--Student personnel services include staff members responsible for: advising students with regard to their abilities and aptitudes, educational and

occupational opportunities, and personal and social adjustments; providing placement services; performing educational evaluations; and similar functions. Included in this classification are guidance counselors, social workers, career specialists, and school psychologists.

(c) Librarians/media specialists.--Librarians/media specialists are staff members responsible for providing school library media services. These employees are responsible for evaluating, selecting, organizing, and managing media and technology resources, equipment, and related systems; facilitating access to information resources beyond the school; working with teachers to make resources available in the instructional programs; assisting teachers and students in media productions; and instructing students in the location and use of information resources.

(d) Other instructional staff.--Other instructional staff are staff members who are part of the instructional staff but are not classified in one of the categories specified in paragraphs (a)-(c). Included in this classification are primary specialists, learning resource specialists, instructional trainers, adjunct educators certified pursuant to s. 1012.57, and similar positions.

(e) Education paraprofessionals.--Education paraprofessionals are individuals who are under the direct supervision of an instructional staff member, aiding the instructional process. Included in this classification are classroom paraprofessionals in regular instruction, exceptional education paraprofessionals, career education paraprofessionals, adult education paraprofessionals, library paraprofessionals, physical education and playground paraprofessionals, and other school-level paraprofessionals.

ELEMENTARY STUDENT PROGRESSION PLAN

ENTRANCE REQUIREMENTS

Initial Entry to Voluntary Prekindergarten (VPK)

Children entering voluntary prekindergarten (VPK) must comply with FS.1002.53 (2), regarding entry age. A child must be four (4) years old by September 1, in order to meet the Florida age requirement for voluntary prekindergarten.

For information regarding registration and VPK Programs, please visit Florida's Voluntary Prekindergarten (VPK) Program website at <http://www.vpkflorida.org>.

Mandatory School Age

F.S.1003.21 requires that a child, who will be six (6) years old by February 1, must attend school regularly during the entire school term. Therefore, a child who will be six by February 1 must start school at the beginning of the school year in which he or she will become six.

Initial Entry to Kindergarten

Children entering kindergarten in Gadsden County Public Schools for the first time must comply with F.S.1003.21 regarding entry age. A child must be five (5) years old by September 1, in order to meet the Florida age requirement for kindergarten.

Initial Entry into First Grade

Children entering the first grade must comply with F.S.1003.21. Any child who has attained the age of six (6) years on or before September 1 of the school year, and who has satisfactorily completed the requirements for kindergarten in a public or nonpublic school, shall be eligible to enter first grade. A public or nonpublic school must provide written documentation of satisfactory completion of Kindergarten.

Transfer Requirements

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated in s. 1003.21, Florida Statutes, and State Board Rule 6A-1.0985 and shall be subject to the following conditions:

- A. Underage In-State Transfers from Nonpublic Schools to Kindergarten Pupils transferring from a nonpublic Florida kindergarten to Gadsden County Public Schools must meet the Florida age requirements for entry age to kindergarten as stated in s. 1003.21, Florida Statutes.
- B. Underage In-State Transfers from Public and Nonpublic Schools to First Grade Children entering the first grade in Gadsden County Public Schools for the first time must comply with F.S. 1003.21. Any child who has attained the age of six (6) years old, on or before September 1, and has written documentation of satisfactory completion of kindergarten from a public or nonpublic school from which the district accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. Pupils not meeting the above requirements will be enrolled in kindergarten.

C. Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools

Entry into kindergarten and first grade by out-of-state transfer students who do not meet regular age requirements for admission to Florida public schools shall be in accordance with Florida Administrative Rule 6A-1.0985 which states:

Any student who transfers from an out-of-state public school shall be admitted upon presentation of the following data:

1. official documentation from the parent(s) or guardian(s) that the child was a legal resident of the state in which he or she was previously enrolled in school;
2. an official letter or transcript from a proper school authority which shows record of attendance, academic information, and grade placement of the student;
3. evidence of immunization against communicable diseases as required in F.S.1003.22,
4. evidence of date of birth;
5. evidence of a medical examination completed within the last 12 months.

Any student who transfers from an out-of-state public or nonpublic school may be admitted if the student meets the age requirement for public schools within the state from which the student is transferring, and if the transfer of the student's academic credit is acceptable under the rules of the Gadsden County School Board.

Transfer Students

Elementary grade placement of all transfer students shall be on a probationary basis until transfer work is validated on the basis of official evidence of pupil achievement made available to the school counselor or principal.

GENERAL PROCEDURES FOR PROMOTION AND ALTERNATIVE ASSIGNMENT IN GRADES K-5

- (1) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Each student must participate in the statewide assessment tests required by s.1008.22. A student not meeting the specified levels of performance in reading, writing, mathematics, and/or science as defined herein, must be provided with additional diagnostic assessment to determine the nature of the student's difficulties and areas of academic need. Based upon the results of statewide assessments or based on teacher recommendation, a student who is substantially deficient in reading, mathematics, science, and/or writing skills will be given intensive instruction following the identification of the deficiency. Intensive instruction may include, but is not limited to, participation in tutoring, mentoring, or curriculum modification. The student's proficiencies will be reassessed at the beginning of the following grade, and, if any deficiency is still present, the student will be given additional intensive instruction different from the previous year that takes into account the student's learning style on an ongoing basis until the deficiency has been remediated, or he/she graduates from high school or is not subject to compulsory attendance.
- (2) The district's Reading Enhancement and Acceleration Development (READ) Initiative will be made available to all K-3 students who are at risk of retention as identified by its assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension. The services, which are grounded in the State of Florida reading curriculum, will be provided during regular school hours in addition to regular reading instruction. Each elementary school shall regularly assess the reading ability of each K-3 student.
- (3) 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. The parent of any student must be immediately notified in writing if his/her child has been identified as having a substantial deficiency in reading. The notification must include a description and explanation of the services currently being provided to the child and the proposed supplemental services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency. Strategies must be included for parents to use in helping their child succeed in reading proficiency. Such strategies shall be developed by the school site instructional leadership and guided by the District Reading Plan. The parent will be notified if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for "Good Cause."
- (4) **Good Cause exemptions shall apply only to a student in grades 1-8 who has not met certain requirements for promotion to the next higher grade.** Good Cause exemptions shall be limited to the following:

- a. A student with limited English proficiency who has had less than two (2) years of instruction in English for Speakers of Other Languages (ESOL);
- b. A student with a disability whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- c. A student who demonstrates an acceptable level of performance on a district and State approved alternative standardized reading assessment;
- d. A student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery on the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT;
- e. A student who demonstrates through a portfolio that promotion requirements have been met in other applicable subject areas;
- f. A student with a disability, who has been previously retained in the K-3 grade, who participates in the FCAT, and who has an individual education plan or a 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading;
- g. A K-3 student who has received intensive remediation in reading for 2 or more years but still demonstrates a deficiency in reading and/or mathematics, and who was previously retained in the K-3 grade for 2 or more years; A 4-8 student who has received intensive remediation in reading and/or mathematics for 2 or more years in the 4-8 grade group but still demonstrates a deficiency in reading and/or mathematics and who was previously retained for 2 or more years in the 4-8 grade group or combined retentions of 3 years in the K-8 grade group;

A student promoted under either of the conditions in section “g” must have met other applicable promotion requirements. Additionally, the student must be provided intensive reading and/or mathematics instruction in an altered instructional day based upon a plan (AIP/IEP/MSSP/LEP) that includes individually specific diagnostic information and specific reading and/or mathematics strategies for the student.

- (5) Request for good cause exemptions for a student who demonstrates acceptable performance in reading through alternative standardized reading assessment, or through a student portfolio of [Next Generation/Common Core](#) Sunshine State Standards mastery, shall adhere to the following guidelines:
 - a. Documentation shall be submitted from the student’s teacher to the school principal indicating that the promotion of the student is appropriate and is based upon the student’s academic record. In order to minimize paperwork requirements, such documentation shall consist only of the current AIP/IEP, report card, or student portfolio.
 - b. The school principal shall review and discuss the request with the teacher and make a determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school

principal shall make such recommendation in writing to the district school superintendent. The superintendent shall accept or reject the school principal's recommendation in writing.

- c. In each case of promotion based on "good cause", the student's report card should indicate "grade placement by alternative assignment." Parents should be notified formally in writing that their child is being alternatively assigned to the next higher grade, the reason(s) for the assignment, and the name of the principal who approved the placement. A copy of this notification should be placed in the student's cumulative guidance record.
- (6) A Limited English Proficient (LEP) student is required to meet the same standards for promotion/graduation as non-LEP student unless the LEP student has been enrolled in the ESOL program less than 2 years. In such case the promotion requirements are waived. A LEP student must receive language arts/English instruction through ESOL (English for speakers of other languages). A LEP student may not be failed if instructional strategies, materials, and testing have not been appropriately modified and documented to meet his/her needs. A student cannot be retained based solely on English language proficiency or based on the results of any single assessment instrument. Promotion of a LEP student in any grade other than grade 3, who has not met district criteria for promotion, must be based on the recommendation of the AIP/LEP committee. A LEP student may be retained only through the action of a LEP committee.
 - (7) The assignment of a student in grades K-8 to a higher grade level which results in the student's skipping of a grade, or part of a grade, should be made only on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the higher grade level. The probable long-range academic, social and emotional effects of the decision should be considered. The principal has the responsibility for recommending such assignment. A student will not be accelerated without parental consent and approval of the Superintendent. The student's report card should be noted to indicate, "accelerated grade placement." Parent(s) should be notified in writing that their child is receiving an accelerated grade placement to the next high grade, the reasons(s) for the assignment, and the name of the principal who initiated and approved the placement. A copy of the notification should be placed in the student's cumulative guidance record.
 - (8) **Any student (grades 3-8) who is currently retained because of one (1) course failure and/or failure of one (1) FCAT 2.0 section for the same course will be allowed to take courses at the next higher grade level while simultaneously being remediated for the course and/or FCAT 2.0 section failed if the FCAT 2.0 NGSSS Level 1 score is no more than fifty (50) points below Level 2. This is a concept referred to as "Bridging". If the student is retained for failing two (2) or more courses and/or two or more sections of FCAT 2.0, the student may not be bridged. Also, if the student fails one course and not the same corresponding section on the FCAT 2.0, the student may not be bridged. If a student is bridged and has to transfer to another school, the transfer will be approved on a space available basis. Upon meeting the criteria for promotion, as**

determined by the principal of the school at which the student is enrolled, the student may be promoted to the next higher grade.

- (9) Any student (K-8 except 3rd grade) who has been retained in his/her current grade and who meets promotion requirements by demonstrating proficiency/mastery, may be reassigned at any time during the next school year to the next higher grade, upon recommendation of the principal, in consultation with teacher(s), and approval of the Superintendent. This reassignment should occur at the end of a grading period if such assignment results in the student being transferred to another school. **To be eligible for mid-year promotion after November 1, a student in third grade must demonstrate mastery of reading skills consistent with the month of promotion to fourth grade.** Evidence of demonstrated mastery is as follows:
1. Successful completion of portfolio elements that meet state criteria
 2. Satisfactory performance on a locally-selected standardized assessment.

To promote a student using a portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the Grade 3 FCAT [2.0](#) Reading. Such evidence must be an organized collection of the student's mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the Grade 3 FCAT [2.0](#) Reading.

The student portfolio must meet the following requirements:

- Be selected by the student's teacher.
- Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom.
- Include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT [2.0](#). For each benchmark, there must be three examples of mastery as demonstrated by a grade of "C" or better.
- Include evidence that the benchmarks assessed by the Grade 3 FCAT [2.0](#) Reading have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and 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 Sunshine State Standards or teacher-prepared assessments.
- Be an organized collection of evidence of the student's mastery of the [Next Generation/Common Core](#) Sunshine State Standard Benchmarks for Language Arts that are assessed by the Grade 3 FCAT [2.0](#) Reading. For each benchmark, there must be at least three (3) examples of mastery as demonstrated by a grade of "C" or above, and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Mid-Year Promotion For Retained Third Graders S.1008.25 (7)(B)4

Mid-year promotion is an option for any retained 3rd grade student who can demonstrate that he or she is a *successful and independent reader* at or above grade level and is ready to be promoted to grade 4. When promoting a student mid-year using a locally-selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade.

Schools can make the determination for mid-year promotion using:

- Subsequent Assessments
- Alternative Assessments
- Portfolio Review in accordance with the State Board of Education Rules governing third grade portfolios:
 - Must be selected by the student's teacher
 - Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom
 - Include evidence of mastery of the benchmarks assessed by the [Grade 3 Reading FCAT 2.0](#)
 - Include evidence of beginning mastery of grade 4 benchmarks that are assessed by the [Grade 4 Reading FCAT 2.0](#)
 - Multiple choice
 - ~~Short response~~

- (1) Students that have been in the third grade for three consecutive years (Tier 3 students) must be provided grade level work for the subject areas that are not at risk. Districts must provide all Tier 3 students with intervention instruction and the option of being placed in a transitional instructional setting.
- (2) The teacher and/or the Student Study Team must carefully evaluate any student who appears to be having difficulty meeting course requirements for promotion. Any student who is retained should receive counseling services and be referred to the Student Study Team for further evaluation by appropriately certificated specialists.
- (3) The school will annually report in writing, to the parent of each student, the progress being made by the student toward achieving state and district grade level expectations for proficiency in reading, writing, science, social studies, and mathematics. The school will also report to the parent, the results of the student's performance on each state assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. The District School Board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1st of each year, the following information on the prior school year: 1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion. 2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT [2.0](#). 3. By grade the number and percentage of all students retained in grades 3

through 10. 4. Information on the total number of students who were promoted for good cause, by each category of good cause. 5. Any revisions to the district school board's policy on student retention and promotion from the prior year.

- (4) Schools shall provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. This monitoring should take the form of daily, weekly or chapter exams; teacher observations; or any district assessment. Parents or adult students will 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. Parents or adult students will also be notified in writing at any time during the school year when it is apparent that the student may be retained and may not be eligible for a "good cause" exemption. An acknowledgment of such notification should be obtained and retained by the school. The opportunity for a conference with the teacher, principal or other school official is available to any parent or adult student. Notification to the parent or adult student as specified herein shall be deemed to be directory only, and the failure to so notify the parent or adult student shall not negate or invalidate the action taken.
- (5) Students in grades 1 (one) through 10 (ten) are required to be assessed in reading and mathematics. Science and writing will be assessed at selected grade levels. Based upon the results of statewide assessments, or teacher recommendation, a student who is substantially deficient in reading, writing, science, or mathematics skills will be provided an Academic Improvement Plan (AIP) and given intensive instruction following the identification of the deficiency. The student's deficiency will be reassessed at the beginning of the next school year, and, if any deficiency still exists, the student will be given additional intensive instruction until the deficiency has been remediated, or the student graduates from high school or is not subject to compulsory school attendance. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.
- (6) A personalized middle school success plan will be developed and implemented for each entering sixth (6th) grade student who scored below Level 3 in reading on the most recently administered FCAT 2.0. The plan must be followed until the student completes the eighth (8th) grade or scores at Level 3 or above in reading on the FCAT 2.0. The success plan must identify educational goals and intermediate benchmarks for the student in the core curriculum areas; be based upon academic performance data and identification of strengths and weaknesses; include academic intervention strategies and frequency of monitoring, provide innovative methods to promote advancement, and other interventions that have been shown to accelerate the learning process. The success plan must be incorporated in the student's AIP, I.E.P, 504 Plan, and/or ESOL Plan as appropriate. Each principal of a school with grades 6, 7, or 8 shall designate a certified staff member at the school to administer the development and implementation.

- (7) The school will develop the Academic Improvement Plan in consultation with the student's parent(s) immediately following the identification of the deficiency. The plan must implement improvements designed to assist the student in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading the academic improvement plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; the instructional and support services to be provided to meet the desired levels of performance. The District School Board shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. The parents will be notified of the student's progress in correcting the deficiency at the end of each semester until the deficiency has been corrected. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained.
- (8) It is the intent of the Gadsden County School Board to implement full accountability in terms of student performance as specified in Section 1008.25, Florida Statutes. If state assessment results are not available by the first day of post-school planning, promotions will be determined based on the other promotional criteria as specified in this Student Progression Plan. These may include, but are not limited to, the student's portfolio, performance on classroom work, teacher observation, and student performance on teacher-made test and district assessments.
- (9) Teachers of courses in Language Arts, Reading, English, Mathematics, Science, or Social Studies for grade levels one (1) through ten (10) are required to maintain an individual student portfolio that serves as official documentation that the student has or has not mastered Sunshine State Standards for that specific course.
- (10) The classroom teacher has the responsibility for assessing and grading each student's performance. The decision shall be based on some or all of the following:
1. Daily observation of classroom performance
 2. Student performance of classroom/homework assignments
 3. Criterion reference and/or standardized achievement test results
 4. District produced tests
 5. Teacher made tests
 5. Text-related test results
 6. Student portfolios

GRADING SCALE

E = Excellent

S = Satisfactory

N = Needs to improve

U = Unsatisfactory

<u>Letter Grades</u>	<u>Range</u>	<u>GPA</u>	<u>Summary</u>
A	90-100%	4.0	Outstanding Progress
B	80-89%	3.0	Above Average Progress
C	70-79%	2.0	Average Progress
D	60-69	1.0	Needs Improvement
F	<u>45-59%</u>	0.0	Unsatisfactory Progress

Kindergarten

All subjects will receive letter grades of **E, S, N, U**

Grades 1-2

The following subjects will receive letter grades of **A, B, C, D, F**

- Reading
- Language Arts
- Math

The following subjects will receive letter grades of **E, S, N, U**

- Science
- Social Studies
- Process Writing

Grades 3-5

The following subjects will receive letter grades of **A, B, C, D, F**

- Reading
- Language Arts
- Process Writing
- Science
- Math

The following subject will receive letter grades of **E, S, N, U**

- Social Studies

In Grades 3-5 academic subject areas (Reading, Writing, Language Arts, Spelling, Science, and Mathematics) are graded with letter grades, A-F.

In Grades 3-5 other areas (Social Studies, Health, Physical Education, and Music) are graded with E, S, N, and U.

PROMOTION CRITERIA FOR A STUDENT IN GRADES K-3

In order to be promoted to the next higher grade within grades K-3, a student must meet the following requirements for the grade in which he/she is enrolled:

Kindergarten to Grade 1.

A student must receive at least 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.

Grade 1 to Grade 2 and Grade 2 to Grade 3.

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

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 FCAT 2.0 Reading. ~~Students may be promoted to grade four if he/she scores at or above the 45th percentile on the Reading SAT-10, or score at or above the 50th percentile on another alternative standardized reading assessment approved by the Department of Education.~~

The earliest the alternative assessment may be administered for student promotion purposes is following administration of the Grade 3 FCAT 2.0 Reading. An approved standardized reading assessment may be administered two (2) times if there are at least 30 days between administrations and different test forms are administered pursuant to SBE Rule 6A 1.094221(2)(d).

A 3rd grade student who is deficient in reading at the end of the school year, as demonstrated by not scoring at level 2 or higher on the statewide assessment test (FCAT 2.0) must be retained unless exempted for “good cause”.

Required Services for Certain Retained Third Grade Students

- (1) Each school will review all AIP’s for all retained third grade students who did not score above level 1 on FCAT Reading and did not meet one of the good cause exemptions. Additional support and services will be offered to remedy the identified deficiencies. Additional support and services may take the form of supplemental tutoring in research based reading services; a “Read at Home Plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading; and/or a mentor or tutor with specialized training in reading.
- (2) In addition to the above, retained third grade students will be provided intensive instructional services and support to address their identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted researched based instruction

and other strategies including but not limited to: Small group instruction, reduced teacher-student ratios; more frequent progress monitoring, tutoring or mentoring; transitional classes (Bridge), extended school day, week, or year, and/or summer reading camps.

- (3) For any Tier 3 students (grade 3 students who have been retained 2 or more years) who scored at Level 1 on the reading portion of the FCAT and who were retained in grade 3 the prior year, the District School Board shall allocate remedial and supplemental instruction resources to students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression required in paragraph (2)(b) by establishing an Intensive Acceleration Class (IAC). The IAC must have a reduced teacher-student ratio; provide uninterrupted reading instruction for the majority of the student contact time each day and incorporate opportunities to master the Grade 4 [Next Generation/Common Core](#) Sunshine State Standards in other core subject areas; use a reading program that is research-based with proven results in accelerating student reaching achievement within the same school year that is different from the previous year's program; provide research-based intensive language and vocabulary instruction, including use of a speech language therapist; and weekly progress monitoring. The progress of students in this class will be reported to the Department of Education at the end of the first semester.
- (4) All efforts will be made to ensure that third grade students have high-performing teachers as determined by student performance data and above-satisfactory performance appraisals.

PROMOTION CRITERIA FOR A STUDENT IN GRADES 4 THROUGH 5

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. A student must also score:

- (1) *At or above Level 2* on FCAT 2.0 Mathematics, or achieve a gain score on FCAT 2.0 Mathematics representing at least a year's growth. In lieu of the FCAT 2.0 Mathematics requirement, a student may demonstrate mastery through the use of an approved mathematics portfolio or through a district/state approved alternative assessment by scoring at or above the 50TH percentile.
- (2) *At or above Level 2* on FCAT 2.0 Reading, or achieve a gain score on FCAT 2.0 Reading representing at least a year's growth. In lieu of the FCAT 2.0 reading requirement, a student may demonstrate mastery through the use of an approved reading portfolio or through a district/state approved alternative assessment by scoring at or above the 50TH percentile.
- (3) *At or above Level 2* on FCAT 2.0 Science for a student in grades five (5) or eight (8). In lieu of the FCAT 2.0 science requirement, a student may demonstrate mastery through the use of a science portfolio or through a district/state approved alternative assessment by scoring at or above the 50TH percentile.
- (4) *A ~~3.54.0~~ or higher* on the FCAT 2.0 Writing for students in grades four (4) and eight (8). Alternatively, a student's writing portfolio demonstrating mastery may be used in lieu of this requirement.

MIDDLE GRADES STUDENT PROGRESSION PLAN

GENERAL PROCEDURES FOR PROMOTION AND ALTERNATIVE ASSIGNMENT IN GRADES 6-8

- (1) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Each student must participate in the statewide assessment tests required by s.1008.22. A student not meeting the specified levels of performance in reading, writing, mathematics, and/or science as defined herein, must be provided with additional diagnostic assessment to determine the nature of the student's difficulties and areas of academic need. Based upon the results of statewide assessments or based on teacher recommendation, a student who is substantially deficient in reading, mathematics, science, and/or writing skills will be given intensive instruction following the identification of the deficiency. Intensive instruction may include, but is not limited to, participation in tutoring, mentoring, or curriculum modification. The student's proficiencies will be reassessed at the beginning of the following grade, and, if any deficiency is still present, the student will be given additional intensive instruction different from the previous year that takes into account the student's learning style on an ongoing basis until the deficiency has been remediated, or he/she graduates from high school or is not subject to compulsory attendance.

- (2) 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. The parent of any student must be immediately notified in writing if his/her child has been identified as having a substantial deficiency in reading. The notification must include a description and explanation of the services currently being provided to the child and the proposed supplemental services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency. Strategies must be included for parents to use in helping their child succeed in reading proficiency. Such strategies shall be developed by the school site instructional leadership and guided by the District's Reading Plan. The parent will be notified if the child's reading deficiency is not remediated by the end of school year, the child must be retained unless he or she is exempt from mandatory retention for "Good Cause."

- (3) **Good Cause exemptions shall apply only to a student in grades 1-8 who has not met certain requirements for promotion to the next higher grade.** Good Cause exemptions shall be limited to the following:
 - a. A student with limited English proficiency who has had less than two (2) years of instruction in English for Speakers of Other Languages (ESOL);
 - b. A student with a disability whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
 - c. A student who demonstrates an acceptable level of performance on a district and State approved alternative standardized reading assessment;
 - d. A student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery on the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT 2.0;
 - e. A student who demonstrates through a portfolio that promotion requirements have

- been met in other applicable subject areas;
- f. A student with a disability, who has been previously retained in the K-3 grade group, who participates in the FCAT 2.0, and who has an individual education plan or a 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading;
 - g. A student in grades 4-8 who has received intensive remediation in reading and/or mathematics for 2 or more years in the 4-8 grade group but still demonstrates a deficiency in reading and/or mathematics and who was previously retained for 2 or more years in the 4-8 grade group or combined retentions of 3 years in the K-8 grade group;

A student promoted under the conditions in section “g” must have met other applicable promotion requirements. Additionally, the student must be provided intensive reading and/or mathematics instruction in an altered instructional day based upon a plan (AIP/IEP/MSSP/LEP) that includes individually specific diagnostic information and specific reading and/or mathematics strategies for the student.

(4) Request for good cause exemptions for a student who demonstrates acceptable performance in reading through alternative standardized reading assessment, or through a student portfolio of Sunshine State Standards mastery, shall adhere to the following guidelines:

- a. Documentation shall be submitted from the student’s teacher to the school principal indicating that the promotion of the student is appropriate and is based upon the student’s academic record. In order to minimize paperwork requirements, such documentation shall consist only of the current AIP/IEP, report card, or student portfolio.
- b. The school principal shall review and discuss the request with the teacher and make a determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The superintendent shall accept or reject the school principal’s recommendation in writing.
- c. In each case of promotion based on “good cause”, the student’s report card should indicate “grade placement by alternative assignment.” Parents should be notified formally in writing that their child is being alternatively assigned to the next higher grade, the reason(s) for the assignment, and the name of the principal who approved the placement. A copy of this notification should be placed in the student’s cumulative guidance record.

(5) A Limited English Proficient (LEP) student is required to meet the same standards for promotion/graduation as non-LEP student unless the LEP student has been enrolled in the ESOL program less than 2 years. In such case the promotion requirements are waived. A LEP student must receive language arts/English instruction through ESOL (English for speakers of other languages). A LEP student may not be failed if instructional strategies, materials, and testing have not been appropriately modified and documented to meet his/her

needs. A student cannot be retained based solely on English language proficiency or based on the results of any single assessment instrument. Promotion of a LEP student in any grade other than grade 3, who has not met district criteria for promotion, must be based on the recommendation of the AIP/LEP committee. A LEP student may be retained only through the action of A LEP committee.

- (6) The assignment of a student in grades K-8 to a higher grade level which results in the student's skipping of a grade, or part of a grade, should be made only on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the higher grade level. The probable long-range academic, social and emotional effects of the decision should be considered. The principal has the responsibility for recommending such assignment. A student will not be accelerated without parental consent and approval of the Superintendent. The student's report should be noted to indicate, "accelerated grade placement." Parent(s) should be notified in writing that their child is receiving an accelerated grade placement to the next high grade, the reasons(s) for the assignment, and the name of the principal who initiated and approved the placement. A copy of the notification should be placed in the student's cumulative guidance record.
- (7) Any student (grades 3-8) who is currently retained because of one (1) course failure and/or failure of one (1) FCAT 2.0 section for the same course will be allowed to take courses at the next higher grade level while simultaneously being remediated for the course and/or FCAT 2.0 section failed if the FCAT NGSSS Level 1 score is no more than fifty (50) points below Level 2 or the FCAT NRT score is no less than thirty percent (30%). This is a concept referred to as "Bridging". If the student is retained for failing two (2) or more courses and/or two or more sections of FCAT 2.0, the student may not be bridged. Also, if the student fails one course and not the same corresponding section on the FCAT 2.0, the student may not be bridged. If a student is bridged and has to transfer to another school, the transfer will be approved on a space available basis. Upon meeting the criteria for promotion, as determined by the principal of the school at which the student is enrolled, the student may be promoted to the next higher grade.**
- (8) Any student (K-8 except 3rd grade) who has been retained in his/her current grade and who meets promotion requirements by demonstrating proficiency/mastery, may be reassigned at any time during the next school year to the next higher grade, upon recommendation of the principal, in consultation with teacher(s), and approval of the Superintendent. This reassignment should occur at the end of a grading period if such assignment results in the student being transferred to another school. **To be eligible for mid-year promotion after November 1, a student in third grade must demonstrate mastery of reading skills consistent with the month of promotion to fourth grade.** Evidence of demonstrated mastery is as follows:
 1. Successful completion of portfolio elements that meet state criteria
 2. Satisfactory performance on a locally-selected standardized assessment.

To promote a student using a portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the Grade 3 FCAT 2.0 Reading. Such evidence must be an organized collection of the student's mastery of the Next Generation/Common Core Sunshine State Standard

Benchmarks for Language Arts that are assessed by the Grade 3 FCAT [2.0](#) Reading.

The student portfolio must meet the following requirements:

- Be selected by the student's teacher.
- Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom.
- Include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT [2.0](#). For each benchmark, there must be five examples of mastery as demonstrated by a grade of "C" or better.
- Include evidence that the benchmarks assessed by the Grade 3 FCAT Reading have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 350 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher-prepared assessments.
- Be an organized collection of evidence of the student's mastery of the [Next Generation/Common Core](#) Sunshine State Standard Benchmarks for Language Arts that are assessed by the Grade 3 FCAT [2.0](#) Reading. For each benchmark, there must be at least five (5) examples of mastery as demonstrated by a grade of "C" or above, and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

(9) Students that have been in the third grade for three consecutive years (Tier 3 students) must be provided grade level work for the subject areas that are not at risk. Districts must provide all Tier 3 students with intervention instruction and the option of being placed in a transitional instructional setting.

(10) The teacher and/or the student study team must carefully evaluate any student who appears to be having difficulty meeting course requirements for promotion. Any student who is retained should receive counseling services and be referred to the student study team for further evaluation by appropriately certificated specialists.

(11) The school will annually report in writing, to the parent of each student, the progress being made by the student toward achieving state and district grade level expectations for proficiency in reading, writing, science, social studies, and mathematics. The school will also report to the parent, the results of the student's performance on each state assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. The District School Board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1st of each year, the following information on the prior school year: 1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion. 2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT [2.0](#). 3. By grade the number and percentage of all students retained in grades 3

through 10. 4. Information on the total number of students who were promoted for good cause, by each category of good cause. 5. Any revisions to the district school board's policy on student retention and promotion from the prior year.

- (12) Schools shall provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. This monitoring should take the form of daily, weekly or chapter exams; teacher observations; or any district assessment. Parents or adult students will 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. Parents or adult students will also be notified in writing at any time during the school year when it is apparent that the student may be retained and may not be eligible for a "good cause" exemption. An acknowledgment of such notification should be obtained and retained by the school. The opportunity for a conference with the teacher, principal or other school official is available to any parent or adult student. Notification to the parent or adult student as specified herein shall be deemed to be directory only, and the failure to so notify the parent or adult student shall not negate or invalidate the action taken.
- (13) Students in grades 1 (one) through 10 (ten) are required to be assessed in reading and mathematics. Science and writing will be assessed at selected grade levels. Based upon the results of statewide assessments, or teacher recommendation, a student who is substantially deficient in reading, writing, science, or mathematics skills will be provided an Academic Improvement Plan (AIP) and given intensive instruction following the identification of the deficiency. The student's deficiency will be reassessed at the beginning of the next school year, and, if any deficiency still exists, the student will be given additional intensive instruction until the deficiency has been remediated, or the student graduates from high school or is not subject to compulsory school attendance. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.
- (14) A personalized middle school success plan will be developed and implemented for each entering sixth (6th) grade student who scored below Level 3 in reading on the most recently administered FCAT 2.0. The plan must be followed until the student completes the eighth (8th) grade or scores at Level 3 or above in reading on the FCAT 2.0. The success plan must identify educational goals and intermediate benchmarks for the student in the core curriculum areas; be based upon academic performance data and identification of strengths and weaknesses; include academic intervention strategies and frequency of monitoring, provide innovative methods to promote advancement, and other interventions that have been shown to accelerate the learning process. The success plan must be incorporated in the student's AIP, I.E.P, 504 Plan, and/or ESOL Plan as appropriate. Each principal of a school with grades 6, 7, or 8 shall designate a certified staff member at the school to administer the development and implementation.
- (15) The school will develop the Academic Improvement Plan in consultation with the student's parent(s) immediately following the identification of the deficiency. The plan must implement improvements designed to assist the student in meeting state and district

expectations for proficiency. If the student has been identified as having a deficiency in reading the academic improvement plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; the instructional and support services to be provided to meet the desired levels of performance. The District School Board shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. The parents will be notified of the student's progress in correcting the deficiency at the end of each semester until the deficiency has been corrected. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained.

- (16) It is the intent of the Gadsden County School Board to implement full accountability in terms of student performance as specified in Section 1008.25, Florida Statutes. If state assessment results are not available by the first day of post-school planning, promotions will be determined based on the other promotional criteria as specified in this Student Progression Plan. These may include, but are not limited to, the student's portfolio, performance on classroom work, teacher observation, and student performance on teacher-made test and district assessments..
- (17) Teachers of courses in Language Arts, Reading, English, Mathematics, Science, or Social Studies for grade levels one (1) through ten (10) are required to maintain an individual student portfolio that serves as official documentation that the student has or has not mastered Sunshine State Standards for that specific course.

GENERAL REQUIREMENTS FOR MIDDLE GRADES PROMOTION

Florida Statute 1003.4156 requires the following:

- (1) Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6, 7, and 8 requires that:

Promotion from a Florida public middle school to high school requires successful completion of all grade level requirements (grades 6 – 8) in the public school district. Promotion from middle school requires that a student successfully complete the following courses:

- English – 3 middle school or higher courses
- Mathematics – 3 middle school or higher courses
- Social Studies – 3 middle school or higher courses that include one semester of study of state and federal government and civics education
- Science – 3 middle school or higher courses
- Career and Education Planning – 1 course (students will develop an electronic Personal Education Plan [ePEP])

Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities. Each student shall complete an electronic personal education plan that must be signed by the student; the student's instructor, guidance counselor, or academic advisor; and the student's parent.

For each year in which a student scores at Level 1 on FCAT [2.0](#) Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by F.S. [1011.62](#)(8).

For each year in which a student scores at Level 1 or Level 2 on FCAT [2.0](#) Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

- (2) Students in grade 6, grade 7, or grade 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.

(3) As part of the newly passed requirements for middle grades promotion, each student should be enrolled in a career and education planning course in 7th or 8th grade. The course may be taught by any member of the instructional staff. Must result in a completed personalized academic and career plan for the student; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must include information from the Department of Economic Opportunity' s economic security report as described in s. 445.07, F.S.

- The required personalized academic and career plan must inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship/Gold Seal Program requirements, state university and Florida College System institution admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy and career-themed course opportunities, and courses that lead to national industry certification.
- Each student shall complete a personal education plan that must be signed by the student and the student's parent.
- A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan team determines that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the EOC assessment results waived for purposes of determining the student's course grade and completing the requirements for middle grades promotion.
- Each school must inform parents about the course curriculum and activities.

GRADING SCALE

Grades 6-8:

<u>Letter Grade</u>	<u>Range</u>	<u>GPA</u>	<u>Summary</u>
<u>A</u>	<u>90-100%</u>	<u>4.0</u>	<u>Outstanding Progress</u>
<u>B</u>	<u>80-89%</u>	<u>3.0</u>	<u>Above Average Progress</u>
<u>C</u>	<u>70-79%</u>	<u>2.0</u>	<u>Average Progress</u>
<u>D</u>	<u>60-69%</u>	<u>1.0</u>	<u>Lowest Passing Grade/Needs Improvement</u>
<u>F</u>	<u>45-59</u>	<u>0.0</u>	<u>Failure</u>
<u>I</u>			<u>Incomplete</u>

PROMOTION CRITERIA FOR A STUDENT IN GRADES 6 THROUGH 8

In order to be promoted to the next higher grade, a student in grades 6 through 8 must receive passing grades in the areas of reading and/or language process writing (where applicable), mathematics and science. A student must also score:

- (1) *At or above Level 2* on FCAT 2.0 Mathematics, or achieve a gain score on FCAT

2.0Mathematics representing at least a year's growth. In lieu of the FCAT 2.0 Mathematics requirement, a student may demonstrate mastery through the use of an approved mathematics portfolio or through a district/state approved alternative assessment by scoring at or above the 50TH percentile.

- (2) *At or above Level 2* on FCAT 2.0 Reading, or achieve a gain score on FCAT 2.0 Reading representing at least a year's growth. In lieu of the FCAT 2.0 reading requirement, a student may demonstrate mastery through the use of an approved reading portfolio or through a district/state approved alternative assessment by scoring at or above the 50TH percentile.
- (3) *At or above Level 2* on FCAT 2.0 Science for a student in grades ~~five (5) or eight (8)~~. In lieu of the FCAT 2.0 Science requirement, a student may demonstrate mastery through the use of a science portfolio or through a district/state approved alternative assessment by scoring at or above the 50TH percentile.
- (5) *A ~~4.0~~3.5 or higher* on the FCAT 2.0 Writing for students in grades ~~four (4) and eight (8)~~. Alternatively, a student's writing portfolio demonstrating mastery may be used in lieu of this requirement.

MANDATORY RETENTION EXEMPTIONS FOR GOOD CAUSE

Good Cause Exemption from Mandatory Retention is the assignment of a student to the next grade level who has failed to meet grade level requirements. Students who are eligible for a Good Cause Exemption must meet one or more of the following:

- English Language Learner student who has had less than two years of instruction in an English for Speakers of Other Languages program;
- Student with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of the State Board of Education rule;
- Student who demonstrates, through a student portfolio, that the student is reading on grade level, as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT [2.0](#);
- Student with disabilities who participated in the FCAT [2.0](#) and who has an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading, as required by paragraph (4)(b), for more than two years but who still demonstrates a deficiency in reading and was previously retained;
- Student who has received the intensive remediation in reading as required by paragraph (4)(b) for two or more years but still demonstrates a deficiency in reading and who was previously retained for a total of two years;
- Student who demonstrates an annual (one year) learning gain on FCAT [2.0](#) in the area of Reading.

HIGH SCHOOL CREDIT

Middle school students may take high school courses for high school credit. Such students, along with his/her parent/guardian, will receive academic counseling regarding the consequences of their choices. To promote academic progress and instructional validity, middle school and high school principals shall be responsible for ensuring teacher collaboration in the selection of text, development of curricula, and development of comprehensive assessment exams for middle school courses intended to earn high school credit. Middle school students taking courses for high school credit may retake the same or comparable course in high school for any grade earned less than B. F.S.1003.43(5)(e). Note: Only Algebra I, Algebra I Honors, Algebra IA & Algebra IB, and Introduction to [Information](#) Technology and Agriscience Foundations are eligible for middle grades weighted grading.

HIGH SCHOOL STUDENT PROGRESSION PLAN



GENERAL PROCEDURES FOR PROMOTION AND ALTERNATIVE ASSIGNMENT IN GRADES 9-12

- (1) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Each student must participate in the statewide assessment tests required by s.1008.22. A student not meeting the specified levels of performance in reading, writing, mathematics, and/or science as defined herein, must be provided with additional diagnostic assessment to determine the nature of the student's difficulties and areas of academic need. Based upon the results of statewide assessments or based on teacher recommendation, a student who is substantially deficient in reading, mathematics, science, and/or writing skills will be given intensive instruction following the identification of the deficiency. Intensive instruction may include, but is not limited to, participation in tutoring, mentoring, or curriculum modification. The student's proficiencies will be reassessed at the beginning of the following grade, and, if any deficiency is still present, the student will be given additional intensive instruction different from the previous year that takes into account the student's learning style on an ongoing basis until the deficiency has been remediated, or he/she graduates from high school or is not subject to compulsory attendance.

- (2) 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. The parent of any student must be immediately notified in writing if his/her child has been identified as having a substantial deficiency in reading. The notification must include a description and explanation of the services currently being provided to the child and the proposed supplemental services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency. Strategies must be included for parents to use in helping their child succeed in reading proficiency. Such strategies shall be developed by the school site instructional leadership and guided by the District Reading Plan.

- (3) Request for good cause exemptions for a student who demonstrates acceptable performance in reading through alternative standardized reading assessment, or through a student portfolio of Sunshine State Standards mastery, shall adhere to the following guidelines:
 - a. Documentation shall be submitted from the student's teacher to the school principal indicating that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the current AIP/IEP, report card, or student portfolio.
 - b. The school principal shall review and discuss the request with the teacher and make a determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The superintendent shall accept or reject the school principal's recommendation in writing.
 - c. In each case of promotion based on "good cause", the student's report card should

indicate “grade placement by alternative assignment.” Parents should be notified formally in writing that their child is being alternatively assigned to the next higher grade, the reason(s) for the assignment, and the name of the principal who approved the placement. A copy of this notification should be placed in the student’s cumulative guidance record.

- (4) A Limited English Proficient (LEP) student is required to meet the same standards for promotion/graduation as non-LEP student unless the LEP student has been enrolled in the ESOL program less than 2 years. In such case the promotion requirements are waived. A LEP student must receive language arts/English instruction through ESOL (English for speakers of other languages). A LEP student may not be failed if instructional strategies, materials, and testing have not been appropriately modified and documented to meet his/her needs. A student cannot be retained based solely on English language proficiency or based on the results of any single assessment instrument. Promotion of a LEP student in any grade other than grade 3, who has not met district criteria for promotion, must be based on the recommendation of the AIP/LEP committee. A LEP student may be retained only through the action of A LEP committee.
- (5) The teacher and/or the student study team must carefully evaluate any student who appears to be having difficulty meeting course requirements for promotion. Any student who is retained should receive counseling services and be referred to the student study team for further evaluation by appropriately certificated specialists.
- (6) The school will annually report in writing, to the parent of each student, the progress being made by the student toward achieving state and district grade level expectations for proficiency in reading, writing, science, social studies, and mathematics. The school will also report to the parent, the results of the student’s performance on each state assessment test. The evaluation of each student’s progress must be based upon the student’s classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. The District School Board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1st of each year, the following information on the prior school year: 1. The provisions of this section relating to public school student progression and the district school board’s policies and procedures on student retention and promotion. 2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT [2.0](#). 3. By grade the number and percentage of all students retained in grades 3 through 10. 4. Information on the total number of students who were promoted for good cause, by each category of good cause. 5. Any revisions to the district school board’s policy on student retention and promotion from the prior year.
- (7) Schools shall provide for the frequent monitoring of the student’s progress in meeting the desired levels of performance. This monitoring should take the form of daily, weekly or chapter exams; teacher observations; or any district assessment. Parents or adult students will 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.

Parents or adult students will also be notified in writing at any time during the school year when it is apparent that the student may be retained. An acknowledgment of such notification should be obtained and retained by the school. The opportunity for a conference with the teacher, principal or other school official is available to any parent or adult student. Notification to the parent or adult student as specified herein shall be deemed to be directory only, and the failure to so notify the parent or adult student shall not negate or invalidate the action taken.

- (8) Students in grades 1 (one) through 10 (ten) are required to be assessed in reading and mathematics. Science and writing will be assessed at selected grade levels. Based upon the results of statewide assessments, or teacher recommendation, a student who is substantially deficient in reading, writing, science, or mathematics skills will be provided an Academic Improvement Plan (AIP) and given intensive instruction following the identification of the deficiency. The student's deficiency will be reassessed at the beginning of the next school year, and, if any deficiency still exists, the student will be given additional intensive instruction until the deficiency has been remediated, or the student graduates from high school or is not subject to compulsory school attendance. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.
- (9) The school will develop the Academic Improvement Plan in consultation with the student's parent(s) immediately following the identification of the deficiency. The plan must implement improvements designed to assist the student in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading the academic improvement plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; the instructional and support services to be provided to meet the desired levels of performance. The District School Board shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. The parents will be notified of the student's progress in correcting the deficiency at the end of each semester until the deficiency has been corrected. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained.
- (10) It is the intent of the Gadsden County School Board to implement full accountability in terms of student performance as specified in Section 1008.25, Florida Statutes. If state assessment results are not available by the first day of post-school planning, promotions will be determined based on the other promotional criteria as specified in this Student Progression Plan. These may include, but are not limited to, the student's portfolio, performance on classroom work, teacher observation, and student performance on teacher-made test and district assessments.
- (11) Teachers of courses in Language Arts, Reading, English, Mathematics, Science, or Social Studies for grade levels one (1) through ten (10) are required to maintain an individual student portfolio that serves as official documentation that the student has or has not

mastered Sunshine State Standards for that specific course.

- (12) For each year in which a student scores at Level 1 on FCAT 2.0 Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs.
- (13) For each year in which a student scores Level 1 or Level 2 on FCAT 2.0 Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the Department for inclusion in the Course Code Directory.
- (14) Credit recovery courses shall be offered so that students can simultaneously earn an elective credit and the recovered credit.
- (15) Parents of students who have a cumulative grade point average (GPA) of less than .5 above the 2.0 cumulative GPA required for graduation (less than a 2.5) at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement. (s.1003.43 (5) (e) 2, F.S.) In addition, at the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, Advanced International Certificate of Education, Dual Enrollment, and Florida Virtual School courses.

TRANSFER OF CREDITS FROM OTHER SCHOOLS

Credits and/or academic grades earned in other schools, home education programs, or institutions may be transferred to the Gadsden County School System in the following manner and under the following conditions:

- (1) All evidence of work or credits earned at another school, community college, or university offered for acceptance shall be based on an official transcript authenticated by the proper school authority.
- (2) Credits and/or academic grades earned in any school or home education program that are documented by an official transcript shall be accepted at face value. Credits and/or academic grades that are not documented by an official transcript will require that the student be placed at the appropriate sequential course level, and overall performance in classes at the receiving school validates the credits from the previous school or home education program in their entirety.
- (3) Credits earned in a college or area vocational school may be recognized and applied toward a student's graduation requirements. The same standards for course content and

performance that apply to the credits earned in the high school apply to credits earned in a college or area career and technical ~~vocational~~ program.

- (4) A student transferring to Gadsden County Schools from another state or district during his/her senior year shall be permitted to graduate under the requirements of the state or district from which he/she transferred. However, such student must meet the requirements prescribed by Section 1008.22(3)(C)(5), Florida Statutes.
- (5) The number of high school credits transferred shall not exceed the number of credits that could have been earned in The Gadsden County School System during the same period of time.

CREDIT EARNED IN TRAVEL-STUDY PROGRAMS

Any student above the ninth grade may earn a maximum of three credits for satisfactory completion of a travel-study program. Based upon a recommendation from the Superintendent, the program must be approved in advance by the School Board. No more than one such credit may be earned during any calendar year. All such credits shall be considered elective credits for purposes of satisfying graduation requirements.

HIGH SCHOOL GRADUATION PROGRAM OVERVIEW

Florida students entering their first year of high school in the 2011–2012 school year and thereafter may choose from several options to earn a standard diploma. They are as follows:

- A 4-year, 24-credit program
- A 3-year, 18-credit college preparatory program
- A 3-year, 18-credit career preparatory program

And all students, regardless of graduation program, must still earn a 2.0 on a 4.0 scale and achieve passing scores on the Grade 10 Florida Comprehensive Assessment Test® 2.0 (FCAT) Reading and specific End-of-Course (EOC) assessments to graduate with a standard diploma.

A student who selected one of the accelerated three-year graduation options shall automatically move to the four-year program stated ins. 1003.428 or s. 1003.43, F.S., if applicable, if the student:

- Exercises his or her right to change to the four-year program.
- Fails to earn five credits by the end of Grade 9 or fails to earn 11 credits by the end of Grade 10.
- Does not achieve a score of 3 or higher on the Grade 10 FCAT 2.0 Writing assessment.
- By the end of Grade 11 does not meet the requirements of s. 1003.429(1) and (6), F.S.

Special note: A student who has not completed all requirements for the three-year graduation program, including earning passing scores on the FCAT 2.0 and achieving the required GPA, must be required to meet the minimum 24-credit program to satisfy graduation requirements as specified in s. 1003.428, F.S.

For students who enter 9th grade, course credits required for the 3 graduation program options listed above include the following:

CORE REQUIREMENTS

English	4 credits
Mathematics	4 credits to include the following: Beginning in 2011-2012 <ul style="list-style-type: none"> • 1 credit in Algebra 1 by passing the EOC assessment • 1 credit in Geometry (must take EOC -30% of final course grade) 2012-2013 and beyond <ul style="list-style-type: none"> • 1 credit in Algebra 1 by passing the EOC assessment • 1 credit in Geometry by passing the EOC assessment • 1 credit in Algebra 2
Science	3 credits to include the following:

	<p>Beginning in 2011-2012</p> <ul style="list-style-type: none"> • 1 credit in Biology by passing the EOC assessment <p>2012-2013</p> <ul style="list-style-type: none"> • 1 credit in Biology by passing the EOC assessment • 1 credit in Chemistry or Physics or its equivalent • 1 credit in an equally rigorous science course • Agriscience Foundations I, the core course in secondary Agriscience and Natural Resource programs, may count as one of the science credits.
Social Studies	<p>3 credits</p> <ul style="list-style-type: none"> • 1 credit in World History • 1 credit in United States History • .5 credit in United States Government • .5 credit in Economics

Special note: The final grade for U.S. History or U.S. History Honors must include a minimum 30 percent of the US History EOC assessment. The basis for this requirement is s. 1003.428(4)(a), F.S.

ELECTIVE REQUIREMENTS

In addition, credit requirements specific to the graduation program chosen include the following:

Credits	Category
24-Credit Program Electives	<p>8 Electives:</p> <p><u>1 credit in practical arts career and technical education or exploratory career and technical education (Any career and technical education course as defined in s. 1003.01, F.S., may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career and technical education.); or</u></p> <p><u>1 credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate may be taken to satisfy the high school graduation requirement for one credit in performing fine arts; or</u></p> <p><u>.5 credit each in practical arts career and technical education and performing fine arts. Such credit for practical arts career and technical education or exploratory career and technical education or for performing fine arts must be made available in the ninth grade, and students must be scheduled into a ninth grade course as a priority.</u></p> <p><u>.5 credit in life management skills, to include consumer education, positive emotional development, marriage and relationship skill-based education, nutrition, parenting skills, prevention of human immunodeficiency virus infection and acquired immune deficiency</u></p>

	<p><u>syndrome and other sexually transmissible diseases, benefits of sexual abstinence and consequences of teenage pregnancy, information and instruction on breast cancer detection and breast self-examination, cardiopulmonary resuscitation, drug education, and the hazards of smoking.</u></p> <p><u>1 credit in physical education to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement if the student makes a "C" or better on a competency test on personal fitness developed by the Florida Department of Education. A school board may not require that one credit in physical education be taken during the ninth grade year. Completion of one semester with a grade of "C" or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officer Training Corps (ROTC) class, a significant component of which is drills, shall satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan(IEP) or Section 504 plan.</u></p>
3-Year, 18-Credit College Preparatory Program Electives	<p>4 Electives 2 credits in foreign language 2 credits in electives</p>
3-Year, 18-Credit Career Preparatory Program Electives	<p>4 Electives</p> <ul style="list-style-type: none"> • 3 credits in single vocational/career education program and 1 elective credit OR • 3 credits in single career/technical certificate dual enrollment and 1 elective credit OR • 4 credits in vocational/career education (including 3 education program)

ACCELERATED HIGH SCHOOL GRADUATION

Except as otherwise authorized pursuant to s.1003.429, F.S., Accelerated high school graduation options, beginning with students entering their first year of high school in the 2007-2008 school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions.

A course designated in the Florida Course Code Directory as Grades 9 - 12 that is taken below the ninth grade may be used to satisfy high school graduation requirements or Florida Academic

Scholars award requirements. A student must be granted credit toward high school graduation requirements for courses taken through dual enrollment, as identified in s. 1007.271(6), F.S.

Credit for high school graduation may be earned for volunteer activities and nonacademic activities that have been approved by the State Board of Education. The school board may award a maximum of one-half credit in social studies and one-half credit elective for student completion of nonpaid voluntary community or school service work. Students must complete a minimum of 75 hours of service in either category. Credit may not be earned for service provided as a result of court action. District school boards that approve the award of credit for student volunteer services must develop guidelines regarding the award of credit, and school principals are responsible for approving specific volunteer activities.

ONLINE COURSE REQUIREMENT –F.S. 1003.428

Beginning with students entering Grade 9 in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning. A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester. An online course taken during grades 6 through 8 fulfills this requirement. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45 meets this requirement This requirement does not apply to a student who has an individual educational plan under s. 1003.57, F.S., which indicates that an online course would be inappropriate or a student who is enrolled in a Florida high school and has less than 1 academic year remaining in high school.

**GRADUATION REQUIREMENTS FOR FLORIDA’S STATEWIDE ASSESSMENTS
FLORIDA DEPARTMENT OF EDUCATION/OFFICE OF ASSESSMENT
SEPTEMBER 2011 PUBLICATION**

Overview

Students must meet all academic requirements in order to receive a standard high school diploma from a public school. This means that students must take required courses, earn the correct number of credits, maintain a passing grade point average, **and pass the required statewide assessments: FCAT, FCAT 2.0, and/or Florida End-of-Course (EOC) Assessments.** Students who meet these requirements but do not pass the required FCAT or FCAT 2.0 assessments will receive a Certificate of Completion, which is not equivalent to a standard high school diploma. Depending on the school year and grade level, students who do not pass the required Florida EOC Assessments may not receive course credit. Passing scores for the statewide assessments are determined by the State Board of Education.

The Florida Comprehensive Assessment Test (FCAT) measures a student's content knowledge and skills in reading, writing, science, and mathematics. The content knowledge and skills assessed by the FCAT must be aligned to the core curricular content established in the Next Generation/Common Core Sunshine State Standards. FCAT. Reading and FCAT Mathematics shall be administered annually in grades 3 through 10 except, beginning with the 2010-2011 school year, the administration of the grade 9 FCAT Mathematics shall be discontinued, and beginning in the 2011-2012 school year, the administration of grade 10 FCAT Mathematics shall be discontinued, except as required for students who have not attained minimum performance expectations for graduation as provided in s. 1008.22(9)(c), F.S. FCAT Writing and FCAT Science shall be administered at least once at the elementary, middle, and high school levels except, beginning with the 2011-2012 school year, the administration of the FCAT Science at the high school level shall be discontinued. Students enrolled in an Algebra 1, geometry, or Biology 1 course or an equivalent course with a statewide, standardized EOC assessment are not required to take the corresponding grade-level FCAT assessment.

EOC assessments must be rigorous, statewide, standardized, and developed or approved by the Florida Department of Education. The content knowledge and skills assessed by EOC assessments must be aligned to the core curricular content established in the Next Generation/Common Core Sunshine State Standards.

FCAT 2.0 and Florida EOC Assessments—Students who entered grade 9 in the 2010-11 school year and beyond must earn an Achievement Level 3 or higher in order to pass the Grade 10 FCAT 2.0 Reading assessment for graduation purposes. Once Achievement Levels are established for an EOC assessment, students must pass the EOC assessment by earning an Achievement Level 3 score or higher in order to earn course credit. The table below provides the school year when these requirements begin for students entering grade 9:

Achievement Level 3 Requirement Begins for Students Entering Grade 9	Assessment
2010-11	Grade 10 FCAT 2.0 Reading

2011-12	Algebra 1 EOC Assessment
2012-13	Biology 1 EOC Assessment Geometry EOC Assessment

Special note: The final grade for U.S. History or U.S. History Honors must include a minimum 30 percent of the US History EOC assessment. The basis for this requirement is s. 1003.428(4)(a), F.S.

Graduation Options

- Retaking the Statewide Assessments**—Students can retake the FCAT or FCAT 2.0 as many times as they like until they pass it and can enroll for a “free” 13th year of public education should they need additional instruction to successfully pass the assessment. Students currently have up to five opportunities to pass the assessments prior to their scheduled graduation. Students who do not pass the Grade 10 FCAT or FCAT 2.0 in the spring of their sophomore year may retest in fall and spring of their junior and senior years; however, it is important to note that the last administration of the FCAT Reading Retake assessment will occur in spring 2012, and the last administration of the FCAT Mathematics Retake assessment will occur in spring 2013. Students who have not passed the FCAT by its last administration will need to take and pass the FCAT 2.0 Reading assessment by earning the approved concordant passing scores that will be established, or by achieving a concordant score on the SAT or ACT, as described below.

In addition, if students do not pass the required Florida EOC Assessment, they will not earn course credit and must retake the assessment until they pass it.

- Concordant Scores Option**—A senior can graduate by receiving a score comparable to the FCAT passing score on the ACT or SAT. The current, approved reading scores may also be used for the Grade 10 FCAT 2.0 Reading assessment for students scheduled to graduate in 2012-13. Students may satisfy the score requirements using various combinations of tests. See the chart below for the concordant scores that must be achieved by graduation year:

<u>Concordant Scores by Graduation Year</u>				
	Reading		Mathematics	
	2009-10 and prior	2010-11 to 2012- 2013	2009-10 and prior	2010-11 and beyond
FCAT	1926	1926	1889	1889
SAT	410	420	370	340
ACT	15	18	15	15

The option of substituting a concordant passing score at any time became available to students who have not passed the FCAT on July 1, 2010. Prior to July 1, 2010, students were required to take the FCAT at least three times without passing in order to use the concordant scores.

- **Community College**—Seniors with a Certificate of Completion may enroll in any public community college in Florida by taking the Postsecondary Education Readiness Test (P.E.R.T.) or the Florida College Entry-Level Placement Test (CPT) to determine if they qualify to register for college-credit courses or must take remedial courses to continue their college-preparatory studies.
- **Waiver of the FCAT and EOC Graduation Requirements for Students with Disabilities**—Students with disabilities who are working toward a standard high school diploma are expected to participate in the FCAT and FCAT 2.0 assessments; however, legislation provides for a waiver of the FCAT and FCAT 2.0 as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments after attempting each required assessment at least once. The individual educational plan (IEP) team may request a waiver of the FCAT/FCAT 2.0 requirement for a standard high school diploma for those students with disabilities identified in the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set forth in Sections 1003.43(11)(b) or 1003.428(8)(b), Florida Statutes. Students with disabilities with Section 504 plans are not eligible for a waiver.

STUDENT OPTIONS

Within the five graduation programs, students have multiple options in a variety of areas.

HIGH SCHOOL COURSES IN MIDDLE SCHOOL -Middle school students can take some high school courses for high school credit while in middle school. To encourage this practice, for middle school students who take any high school course for high school credit and earn a grade of “C,” “D,” or “F” or the equivalent of a grade of “C,” “D,” or “F,” the district grade forgiveness policy must allow the replacement of the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course. Course offerings vary by district. For more information, contact your district or your middle school guidance counselor.

ACCELERATION PROGRAMS AND ADVANCED COURSEWORK -Studies show that students who complete a solid academic program in high school, including advanced courses, are more likely to be successful in college. Students in all graduation programs are encouraged to take advantage of advanced course offerings and acceleration programs such as dual enrollment, early admission, Advanced Placement courses, and courses from the Florida Virtual School. These courses are available to all qualified students, no matter which graduation program they choose. For more information, contact your child’s school counselor.

DUAL ENROLLMENT AND EARLY ADMISSION -Dual enrollment allows eligible high school students to enroll in postsecondary courses. They earn credit toward high school graduation and, at the same time, earn credit toward a college degree or technical certificate. All 28 public community colleges and some of the state universities in Florida participate in dual enrollment. Students are permitted to take dual enrollment courses on a part-time basis during school hours, after school, or during the summer term. Dual enrollment students do not have to pay registration, matriculation, or laboratory fees. In addition, textbooks for dual enrollment are provided to students free of charge. **Early admission** is similar to dual enrollment, except that students enroll in college/university courses full time. They earn credits simultaneously toward a college degree and a high school diploma.

ADVANCED PLACEMENT (AP) PROGRAM -The College Board's AP Program is a nationwide program consisting of more than 30 college-level courses and exams offered at participating high schools. Subjects range from art to statistics. Students who earn a qualifying grade of 3 or above on an AP exam can earn college credit or advanced placement or both, depending on the college or university in which the student enrolls. Students in Florida's public secondary schools enrolled in AP courses do not have to pay to take the exams. For information, visit www.collegeboard.com/student/testing/ap/about.html.

SPECIAL DIPLOMA -Students who have been identified in accordance with State Board of Education rules as "educable, trainable, or profoundly handicapped," "deaf, hard-of-hearing, or dual sensory impaired," "specific learning disabled," "language impaired," "physically impaired with an orthopedic, other health impairment, or traumatic brain injury," "autism spectrum disorder," or "emotional/behavioral disabilities," are not required to meet all the requirements of a standard diploma. Requirements for special diplomas are established by district school boards. However, the availability of a special diploma does not restrict the right of a student with a disability solely to a special diploma. There are two options available to special diploma students. Special Diploma Option 1 requires the student to:

- earn the minimum number of course credits determined by the local school board; and
- show mastery of the standards for special diploma.

Special Diploma Option 2 requires the student to:

- be successfully employed for at least one semester, at or above minimum wage
- achieve all annual goals and short-term objectives or benchmarks related to employment and community competencies in the graduation training plan; and
- show mastery of competencies in his or her employment and community competencies training plan.

Students who graduate with a special diploma are entitled to a free appropriate public education (FAPE) until they reach age 22 or receive a standard diploma, whichever comes first. For more information about a special diploma and other graduation options for students with disabilities, contact your child's school counselor, exceptional student education teacher, or visit <http://www.fldoe.org/ease/pdf/diploma.pdf>.

FLORIDA VIRTUAL SCHOOL (FVS) -The FVS offers high-quality, online high school curricula, including AP courses. The FVS Program can be a resource for students with limited access to AP offerings. All students have the option of taking online courses from the Florida Virtual School. For information, visit www.flvs.net.

ADULT EDUCATION -Many school districts let high school students take courses through the district's adult education program. Credits earned may be applied to requirements for high school graduation, subject to local school board policies.

GED EXIT OPTION MODEL - ([Carter Parramore Academy](#))- GED preparation consists of adult education courses designed to prepare individuals at a ninth grade level or above to successfully complete the five GED subject area tests leading to qualification for a state of Florida high school diploma. Section 1003.435(4), F.S., requires GED candidates to “be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board of the district in which the candidate resides or attends school, a candidate may take the examination after reaching the age of 16.” A student’s eligibility to take the GED test is based on the student not being enrolled in an accredited high school. Because waiting on GED test results implies that a student is seeking to complete their education by earning a GED, it would not be appropriate to re-enroll the student into K–12 education. In addition, the diploma date noted on the GED is the actual GED test date. A student can re-enroll in high school as long as their intent is to pursue a high school diploma. A student who seeks to earn only a GED should not be re-enrolled or enrolled in high school.

The Performance-Based Exit Option (formerly GED Exit Option) is an alternative route to graduation for students who are at risk of not graduating on time with their cohort (class with whom the student entered kindergarten) due to credit deficiency, low grade point average, or being overage for grade. Students who wish to pursue this graduation route must be:

- At least 16 years of age or older and enrolled in a K–12 program
- Enrolled in and attending courses that meet high school graduation requirements (Level 1 courses must be documented on an individual educational plan [IEP] otherwise they are not allowable; GED preparation courses are not permitted)
- In jeopardy of not graduating with their kindergarten cohort and
- Demonstrate evidence of academic ability (7th grade reading level or higher at time of selection, 9th grade reading level or higher at time of testing)

To participate in the Performance-Based Exit Option, it is a requirement that students be enrolled in PK–12. According to the GED Testing Service, participation in the Performance-Based Exit Option is the only allowable exception for a student to take the GED tests while enrolled in PK–12.

BRIGHT FUTURES SCHOLARSHIP REQUIREMENTS FOR 2012 GRADUATES

The Florida Bright Futures Scholarship Program's purpose is to reward students for their academic achievements during high school by providing funding to attend postsecondary education in Florida.

FLORIDA ACADEMIC SCHOLAR (FAS) AND FLORIDA MEDALLION AWARD (FMS)

Requirements include the following:

16 credits of college preparatory academic courses

- 4 English (3 with substantial writing)
- 4 mathematics (Algebra 1 level and above)
- 3 natural science (2 with substantial lab)
- 3 social science
- 2 foreign language (sequential, in the same language)

3.5 weighted GPA in the above courses, 100 community service hours, and a best composite score of 1270 on the SAT (based on combined Critical Reading and Math sections only) or 28 on the ACT (excluding the writing section) to be a Florida Academic Scholar (FAS)

3.0 weighted GPA in the above courses, 75 community service hours, and a minimum score of 970 (based on the combined Critical Reading and Math sections only) on the SAT or 20 on the ACT (excluding the writing section) to be a Florida Medallion Scholar (FMS)

Up to 2 additional credits from courses in the academic areas listed above or in fine arts courses from the student's high school transcript may be used to raise their Bright Futures GPA.

<u>Test Score Requirements for Bright Futures</u>				
	<u>Academic Scholar</u>		<u>Medallion Scholar</u>	
<u>YEAR</u>	<u>SAT</u>	<u>ACT</u>	<u>SAT</u>	<u>ACT</u>
<u>2012</u>	<u>1270</u>	<u>28</u>	<u>980</u>	<u>21</u>
<u>2013</u>	<u>1280</u>	<u>28</u>	<u>1020</u>	<u>22</u>
<u>2014</u>	<u>1290</u>	<u>29</u>	<u>1170</u>	<u>26</u>

GOLD SEAL VOCATIONAL SCHOLARS (GSV) AWARD

Requirements include the following:

16 core credits required for high school graduation

- 4 English
- 4 mathematics (including Algebra 1)
- 3 natural science
- 3 social science (U.S. History, World History, U.S. Government, and Economics)
- 1 fine; OR identified practical Art; OR .5 credit in each
- 1 physical education (to include integration of health)

3.0 weighted GPA in the core credits required for graduation*

A minimum of 3 career and technical education credits in 1 vocational program taken over at least 2 academic years with an unweighted 3.5 GPA in those courses

Test Scores – Students must earn the minimum score listed below on each section of the College Placement Test (CPT), SAT, or ACT (test sections cannot be com-bined)

- CPT: Reading 83/Sentence Skills 83/Algebra 72

- SAT: Reading 440/Math 440 (Information at <http://www.collegeboard.org>)

- ACT: English 17/Reading 18/Math 19 (Information at <http://www.act.org>)

30 community service hours

* College or career preparatory diplomas may be used to qualify for GSV, with appropriate career and technical education electives.

GRADING

Grades 6-12

<u>Letter Grade</u>	<u>Range</u>	<u>GPA</u>	<u>Summary</u>
<u>A</u>	<u>90-100%</u>	<u>4.0</u>	<u>Outstanding Progress</u>
<u>B</u>	<u>80-89%</u>	<u>3.0</u>	<u>Above Average Progress</u>
<u>C</u>	<u>70-79%</u>	<u>2.0</u>	<u>Average Progress</u>
<u>D</u>	<u>60-69%</u>	<u>1.0</u>	<u>Lowest Passing Grade/Needs Improvement</u>
<u>F</u>	<u>45-59</u>	<u>0.0</u>	<u>Failure</u>
<u>I</u>			<u>Incomplete</u>

GRADE POINT AVERAGE (GPA)

Students are required to have a minimum cumulative grade point average based on a 4.0 scale for the following: Four-Year Standard 24 Credit and 26-Credit Program – 2.0 unweighted GPA, or the Three-Year Standard 18 Credit College Preparatory Program – 3.5 weighted GPA, or the Three-Year Standard 18 Credit Career Preparatory Program – 3.0 weighted GPA.

UNWEIGHTED GPA

The cumulative unweighted grade point average includes all courses taken for credit. It is calculated for high school graduation purposes with the exception of those courses retaken under the Grade Forgiveness Policy.

Grade	Points
A	4
B	3
C	2
D	1
F	0

WEIGHTED GRADES/GPA

For the purposes of class ranking, high school may use a weighted grading system pursuant to F.S. 1007.271. A high school student may earn an additional quality point for a passing grade in any Advanced Placement or dual enrollment course. In addition, specific courses designated as Level III in the state’s Course Code Directory and identified as honors courses in the high school program of study may also earn an additional quality point for a passing grade. These quality points increase the point value for credits earned, and when divided by the credits attempted may result in a higher GPA for a student enrolled in these more challenging courses. (F.S.1003.437)

College level dual enrollment courses must be weighted the same as honors and advanced placement courses. A student must have a 3.0 unweighted GPA in order to enroll in a college credit class, and a 2.0 unweighted GPA in order to enroll in a career certification program. There must be no discrimination against dual enrollment courses in the assigning of weighted grades or the calculation of cumulative grade point averages.

The cumulative weighted grade point average includes additional weight for Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE), courses as well as Level III (Advanced) high school courses.

F.S. 1007.271 (16) requires that School Districts must weight dual enrollment courses the same as Advanced Placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

Grade	Dual Enrollment/ AP/IB/AICE Courses	Level III Courses
	<i>Points</i>	<i>Points</i>
A	5	4.5
B	4	3.5
C	3	2.5
D	1	1
F	0	0

HIGH SCHOOL GRADING SYSTEM – RANK-IN-CLASS

Rank-in class shall be for the purpose of college admissions and scholarship applications. The release of such individual student information shall be in accordance with School Board Policy

8330. Rank in class shall be computed on a cumulative unweighted GPA. State universities in Florida recalculate a student's grade point average for admissions purposes in accordance with Florida statute and rule.

Upon a student or parent request, for purposes of admissions to colleges and universities which are not a part of the Florida state system, and for certain scholarship applications, the rank-in-class procedure utilizing only academic subjects on a weighted basis shall be used.

A student selecting one of the three-year graduation options must be included in the overall class ranking for his/her graduation year based on the relative ranking of his/her cumulative GPA. These students are also eligible for consideration as Valedictorian, Salutatorian, and the Talented 20 Program. If the student meets all the requirements, he/she is also eligible for a National Merit Scholarship, a Bright Futures Scholarship, and participation in college athletics. (s.1003, 437. F.S.)

HONOR GRADUATES

- Any student with a minimum of 3.50 cumulative weighted GPA at the end of the first semester during his/her graduation year shall be declared an honor graduate, provided that the student maintains a comparable level of performance during the second semester.
- All high school course grades earned in grades 7-12 are to be included in the grade point average for determining honor graduates with the following exceptions:
 - a. Adult education
 - b. Pass/fail grades (transfer students)
 - c. On-the-job
 - d. Lowest grade for a course that is repeated
- The cumulative weighted grade point average as indicated in the chart above shall be utilized in computing a student's grade point average.

PROMOTION CRITERIA FOR STUDENTS IN GRADES 9-12

In order to be promoted from grade **9 to grade 10**, a student must have accumulated at least five (5) credits.

In order to be promoted from grade **10 to grade 11**, a student must have accumulated at least eleven (11) credits.

In order to be promoted from grade **11 to grade 12**, a student must have accumulated at least seventeen (17) credits.

In order to participate in the commencement/graduation exercises, which include Baccalaureate and Class Night, a student must have completed all graduation requirements; which include achieving a passing score on all applicable sections of the Florida Comprehensive Assessment Test, achieving an overall GPA of 2.00, and earning the required number of credits based on the diploma option selected.

POINTS TO REMEMBER WHEN CHOOSING A GRADUATION PROGRAM

- High school credits awarded before grade nine can be counted toward the required credits for all graduation programs.
- Students who meet specified requirements for a comprehensive program of study in career education may be recognized with a career education certification on their high school diploma.
- Students who choose a three-year, 18-credit program may still qualify for acceleration programs (e.g., Advanced Placement dual enrollment, International Baccalaureate) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships.
- Students who choose a three-year, 18-credit program can participate in the National Merit Scholarship Program if they take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSQT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college.
- Students who choose a three-year, 18-credit program; complete the 18 credits; earn a specified, cumulative weighted GPA (with individual course credit GPA requirements); and pass the Grade 10 FCAT [2.0](#), must graduate at the end of the three years. Students cannot remain in school for a fourth year after graduating from high school.
- Students will lose a year of potential athletics eligibility by opting for a three-year program. Issues such as continued eligibility for high school athletics or other extracurricular activities should be taken into consideration when making the decision.
- Students who choose a three-year, 18-credit program will automatically be assigned to the 24-credit program if they do not earn 5 credits by the end of grade nine or 11 credits by the end of grade 10; do not achieve a score of three or higher on the Grade 10 FCAT [2.0](#) Writing +assessment; do not pass the Grade 10 FCAT [2.0](#); or do not meet credit or GPA requirements by the end of their third year. Passing the Grade 10 FCAT [2.0](#) is mandatory.
- The three-year, 18 credit programs are only available to students who will receive a standard diploma.
- Selection of one of the three-year, 18-credit programs must be completed by the student prior to the end of grade nine, and the decision is exclusively up to the student and parent.
- Students who complete the three-year, 18 credit college preparatory program must still satisfy minimum academic core requirements for State University System admissions for admission to those institutions.
- Students who choose the three-year, 18-credit career preparatory program must take their electives in vocational, career, or technical education courses.
- Students who plan to apply to an out-of-state or private in-state college or university and who are interested in one of the three-year, 18-credit programs should contact those institutions as early as possible for specific admissions requirements.
- Students who choose a three-year, 18-credit program must be treated equally in all ways with students who choose the 24-credit program, including eligibility for graduation honors, valedictorian or salutatorian ranking, the Talented 20 Program, and the Bright Futures Scholarship.

MAJOR AREA OF INTEREST (STUDENTS ENTERING HIGH SCHOOL 2007-2008)

A major area of interest includes four (4) credits in a common area such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the student's education plan. A student must earn a total of four (4) credits in a major area of interest. One (1) of these credits may be earned in a practicum, as described in the Course Code Directory. Major areas of interest will be proposed by school districts to the Commissioner of Education and, once approved, will be available for students to consider. When a student is selecting a major area of interest, it is important for educators providing academic advisement to review the student's transcript to advise the student and to help ensure that the student is on track to meet the requirements for the Florida Bright Futures Scholarship Program and the 18 units course distribution requirements for state university system (SUS) admission, if applicable, based on the student's desired postsecondary education goals.

The purposes of a major area of interest are to provide students:

Opportunities to earn additional credit toward college or technical school, or beginning certification in an occupation

Opportunities to learn more in areas that students might be considering as future professions or lifetime skills

Opportunities to receive credit and recognition for high level accomplishments outside of the school day for a supervised activity directly related to the major area of interest

Opportunities to increase the relevance of the high school experience through more in-depth study in an area students find engaging

Opportunities to increase the value of "elective" classes

Opportunities to increase the value of the high school diploma

FOREGIVENESS POLICY FOR HIGH SCHOOL COURSES

Forgiveness for required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. Forgiveness of elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C", "D", or "F". In such case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to this forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. (F.S. 1003.43[5] e.)

DIPLOMAS, CERTIFICATES AND ENDORSEMENTS

A student attending Gadsden County Public Schools may seek one of the following types of diplomas:

- Standard diploma;
- Standard diploma with a College Ready, ~~Tech-Prep~~, [Career Pathways](#) or Florida Gold Seal Career and Technical Endorsement;
- Certificate of completion; or a
- Special diploma or special certificate of completion.

STANDARD DIPLOMA REQUIREMENTS FOR STUDENTS ENTERING FROM OUT-OF-STATE OR FOREIGN STUDENTS

Students entering Gadsden County Public Schools at the eleventh or twelfth grade from out-of-state or from a foreign country may waive or modify the credit requirements for a standard diploma. These entering students must meet the following criteria:

1. A cumulative GPA of 2.0 or above;
2. A passing score on the ~~Tenth-grade FCAT~~ [Grade 10 FCAT 2.0](#), or a state approved alternative assessment with an established concordant passing score; and
3. Met all the credit requirements of the transferring school system.

These entering students are eligible for intensive assistance based upon demonstrated student need in any of the following areas:

1. English language skills for ELL/ESOL students with less than two years in the program,
2. Mastery of benchmarks contained in the Sunshine State Standards, and/or
3. GED Exit Option.

Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT 2.0 or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT 2.0 or alternate assessment and receive a standard high school diploma upon passage of the Grade 10 FCAT 2.0 or the alternate assessment.

A student defined under this subsection receiving a certificate of completion is eligible to take the College Placement Test (CPT) and to be admitted into remedial or credit courses at a state community college. The certificate of completion must contain “CPT Eligible” and is reported with a W8 withdrawal code in order to identify the student as eligible for admission to community college.

A student defined under this sub-section may participate in an adult general education program, and is exempt from any tuition or fees. A student attending an adult general education program may retake the 10th grade FCAT an unlimited number of times, and upon meeting FCAT

graduation requirements is eligible for a standard diploma. (F.S.1003.433)

Students who enter a Florida public school at the 11th or 12th grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 GPA and pass the Grade 10 FCAT 2.0, required in s. 1008.22(3), F.S., or an alternate assessment as described in s. 1008.22(10), F.S. Students who have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT 2.0 or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer. Upon receipt of a certificate of completion, be allowed to take the Common Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate.
- *Special Note: The certificate of completion they may receive is a CPT-Eligible Certificate of Completion. It must be reported by districts in Survey 5 using Withdrawal Code W8A. In addition, to assist community colleges in identifying these students during the admissions process, the certificate itself must bear the designation of "CPT eligible."*
- Participation in an adult general education program as provided in s. 1004.93, F.S., for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the Grade 10 FCAT 2.0 an unlimited number of times in order to receive a standard high school diploma.

STANDARD DIPLOMA ENDORSEMENTS - COLLEGE-READY ENDORSEMENT

The student must meet the requirements for a standard diploma.

The credits must be earned in the following disciplines:

1. Algebra, 2 credits; Geometry, 1 credit (or equivalents);
2. Biology, 1 credit; Chemistry, 1 credit; Physics, 1 credit (or equivalents);
3. Foreign Language, 2 sequential credits (or equivalents); and
4. Honors or College English, 1 credit; (or equivalent).

The student must also meet the following requirements:

1. An acceptable score of at least 1000 on the Scholastic Aptitude Test (SAT), or 20 on the Enhanced American College Test (ACT), or a passing score on the College Placement Test; and
2. Earn a grade of C or better in each course used to qualify for the endorsement (D grades count toward graduation, but do not meet requirements for the endorsement).

The college-ready diploma entitles a student to admission in any public post-secondary program,

which terminates with a technical certificate, an A.S., or A.A. degree, without having to take a placement test.

CERTIFICATE OF COMPLETION

Gadsden County Public Schools may award a Certificate of Completion to a student who completes standard graduation course credit requirements, but who is unable to earn a passing score on the FCAT, completes all requirements in student progression and remedial instruction, achieves a cumulative grade point average requirement as specified in paragraph (5) (c) or completes all other requirements prescribed by the district school board. Students may elect to remain in secondary school as full-time or part-time students for up to one additional year and receive instruction to remedy the deficiencies. A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed. Additionally, the awarding of a certificate of completion is limited to those students choosing the 4-year 24 credit or 26 credit general high school graduation program and is not applicable to the three-year accelerated graduation program. (F.S.1003.43 (10) (b))

The student must be counseled and made aware of the alternatives available.

Students who have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:

1. participation in an accelerated high school equivalency diploma preparation program during the summer (if available);
2. upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate; and
3. participation in an adult general education program as provided in s.1004.93, F.S. for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation.

A student who attends an adult general education program shall have the opportunity to take the Grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma. (s.1003.433(2)(a)-(c), F.S.)

A certificate of completion may be awarded to a student who completes the minimum number of credits and other requirements in s. 1003.428(1), (2), and (3), F.S., but who is unable to earn passing scores on the FCAT 2.0 or scores on a standardized test that are concordant with passing scores on the FCAT 2.0, or complete all requirements in student progression and remedial instruction, or achieve a cumulative GPA of a 2.0 on a 4.0 scale, or its equivalent. Any student who is entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

Special note: A student who has received a certificate of completion and who subsequently meets the requirements for a standard high school diploma shall be awarded a standard diploma

whenever the requirements are completed. Additionally, the awarding of a certificate of completion is limited to those students choosing the 24-credit general high school graduation program and is not applicable to the three-year graduation programs.

STANDARD DIPLOMA REQUIREMENTS FOR A GED EXIT OPTION (Carter Parramore Academy)

A high school student may not receive special assistance toward earning a General Educational Development (GED) test unless the student has met all other graduation requirements with the exception of the 2.0 GPA. In addition, a student enrolled in an approved GED Exit Option program may receive special assistance in passing the GED test and mastering the necessary skills to pass the FCAT.

A student must pass FCAT requirements and the GED in order to receive a Standard Diploma under the GED Exit Option. Requirements to participate in the GED Exit Option are updated yearly. This option is available only to students who are past the compulsory attendance age. **F.S. 1003.43(5)**

SPECIAL DIPLOMA

The student must have been enrolled in the special education program and completed all requirements of federal and state guidelines governing placement in the special education program. A student with disabilities pursuing a special diploma must meet all the requirements set forth in the district's policies and procedures for students with disabilities. A student classified as Profoundly Mentally Handicapped (PMH) may qualify if the student meets all the district requirements for a PMH student. (F.S.1003.438)

SPECIAL CERTIFICATE OF COMPLETION

A student must have met the requirements for a special diploma except for demonstrated mastery of special state minimum requirements for his exceptionality. The student must be counseled and made aware of the alternatives available. An exceptional student pursuing a special certificate of completion must meet requirements. A student classified as Profoundly Mentally Handicapped (PMH) may qualify if the student meets all the district requirements for a PMH student. (F.S.1003.438)

STANDARD DIPLOMA ENDORSEMENTS

The student must meet the requirements for a standard diploma.

The credits must be earned in the following disciplines:

- Algebra, 2 credits; Geometry, 1 credit (or equivalents);
- Biology, 1 credit; Chemistry, 1 credit; Physics, 1 credit (or equivalents);
- Foreign Language, 2 sequential credits (or equivalents); and
- Honors or College English, 4 credit; (or equivalent).

FLORIDA GOLD SEAL CAREER AND TECHNICAL ENDORSEMENT

The student must meet all requirements for a standard diploma, and she/he must complete a ~~vocational~~ career and technical job preparatory program consisting of a minimum of three credits. The student must meet these other conditions for Gold Seal Endorsement:

The student must demonstrate competency related to the specific job preparatory programs as evidenced by passing a countywide career and technical examination; basic skills of reading, writing and computation relating to the occupation as evidenced by passing the FCAT; and general skills and knowledge related to employability as evidenced by the interview required during the verification process.

The student must earn a minimum cumulative unweighted grade point average of 3.5 on a 4.0 scale for courses taken in the ~~vocational~~ career and technical job preparatory program and an overall 3.0 grade point average.

Applications for the Florida Gold Seal Career and Technical Endorsement must be submitted by each school's guidance department to the Department of Education no later than April 1 of the student's senior year. **F.S. 1003.43(9)**

ALTERNATIVE TO A STANDARD DIPLOMA

Certificate of Completions

- A student must have met all other requirements for a standard diploma except he/she has not passed the FCAT or the minimum grade point average necessary for graduation.
- The student has been counseled and made aware of the alternatives available.
- A student may continue to master the Sunshine State Standards assessed on the 10th grade FCAT after the senior year as long as she/he meets one of the following conditions:
 - Full-time or part-time high school enrollment for one additional year,
 - Adult school enrollment, and/or Summer school enrollment.
- A student holding a certificate of completion that is able to pass the FCAT requirements for graduation may receive a standard diploma. (F.S.1003.43(9-10))

~~FLORIDA DEPARTMENT OF EDUCATION RESOURCES~~

~~FACTS.org is Florida's free academic advising Web site. The site includes services to help students prepare for success in school and beyond. FACTS.org makes it easy for public middle and high school students and their parents to be actively involved in their academic and career planning. By establishing a log in ID, students can create an ePersonal Education Plan (ePEP) that maps out high school coursework according to individual goals. Students can also monitor their progress by running evaluations against transcript information and the requirements for high school diplomas, State University System admissions, Bright Futures Scholarships, and a new federal grant called the Academic Competitiveness Grant (ACG). FACTS.org services support Department of Education initiatives and legislative reforms. For more information, go to <http://www.facts.org> or contact the FACTS.org Help Desk toll-free at (866) 324-2618 or via e-mail at facts@admin.usf.edu.~~

[Florida Virtual Campus-Florida Virtual Campus is Florida's free academic advising Web site.](#) The site includes services to help students prepare for success in school and beyond. [FLVC.org](#) makes it easy for public middle and high school students and their parents to be actively involved in their academic and career planning. By establishing a log-in ID, students can create an ePersonal Education Plan (ePEP) that maps out high school coursework according to individual goals. Students can also monitor their progress by running evaluations against transcript information and the requirements for high school diplomas, State University System admissions, Bright Futures Scholarships, and a new federal grant called the Academic Competitiveness Grant (ACG). [FLVC.org](#) services support Department of Education initiatives and legislative reforms. For more information, go to <http://www.flvc.org> or contact the [FLVC.org Help Desk](#) toll-free at (866) 324-2618 or via e-mail at flvc@admin.usf.edu.

Florida Counseling for Future Education Handbook is a comprehensive guide designed for Florida's middle and high school counselors to help advise students who will enroll in Florida's postsecondary institutions. The Handbook is updated annually with the most current version available on ~~FACTS.org~~—[FLVC.org](#). Please select “Advising Manuals” from the home page main menu.

Office of Student Financial Assistance (OSFA) administers state-funded grants/scholarship programs and federal student loan financial aid programs to assist students with the costs of postsecondary education. For information, go to <http://www.floridastudentfinancialaid.org> or call toll-free (888) 827-2004.

Federal Student Aid is your source for free information from the U.S. Department of Education on preparing for and funding education beyond high school. Visit <http://www.studentaid.ed.gov>.

Talented 20 Program provides eligible students guaranteed admission to one of the 11 state universities. Please note that while eligible students are guaranteed admission to one of the state universities, they may not necessarily be admitted to the campus of their choice. These students are given *priority funding* from the Florida Student Assistance Grant Program, although this program provides no scholarships. For more information on how to qualify, visit <http://www.fldoe.org/Talented20/> or call the Student Support Services Project office at (850) 922-3727.

FCAT Explorer offers five free online programs for Florida's public school students that offer practice for the skills tested on the FCAT and include features to help students get the most from their study time. The system features three practice programs created especially for middle school students—Reading Island, Interactive Library, and Math Navigator—and two practice programs created for grade ten students—Reading Timeline and Math Timeline. Students may use the system on any computer connected to the Internet, whether at school, at the library, or at home. Visit <http://www.fcatexplorer.com>.

CHOICES Web site is a comprehensive career information system that uses a flexible approach combining graphics, multimedia, and search strategies to allow students to explore career and

educational options. The site includes links to key Web sites related to career exploration to help students plan for a career. Visit <http://www.Florida.echoices.com> .

Career Voyages Web site provides information and guided support for students in determining the best career path for their interests and abilities. The site includes Florida-specific information about high-growth jobs with better wages, including new career fields, video tours for students, and an online interest inventory. Visit <http://www.careervoyages.gov> .

~~**Major Areas of Interest (MAI)** is a means by which a student can explore areas of interest in depth. Students entering grade nine in 2007-2008 and thereafter will select a MAI as part of their required electives for graduation. For more information and to view a list of MAIs available in your school district, visit <http://www.fldoc.org/APlusPlus/> or <http://www.FACTS.org> .~~

K-12 EXCEPTIONAL STUDENTS PROGRESSION PLAN



PROMOTION WITHIN GRADES K-12 FOR EXCEPTIONAL STUDENTS

The school district shall provide for an appropriate program of special instruction, facilities, and services for exceptional students as prescribed by the State Board of Education as acceptable, including certain provisions as specified in (1)(a)-(g) of this subsection.

Most students with a disability are required to meet regular standards with appropriate accommodations. Promotion of a student with a disability who has not met district criteria for promotion, requires a current IEP indicating that a disabling condition exists, and the disabling condition impacts his/her progress in the general curriculum to such an extent that special standards are being followed, and the student is therefore exempt from general promotion requirements. **Students with disabilities may not be retained if appropriate accommodations, specified on the IEP, have not been provided.**

A student who has been properly identified as intellectually disabled, hearing impaired, specific learning disabled, emotional behavioral disabled, physically impaired or language impaired may be exempt. The IEP must indicate that the disabling condition of the student impacts progress in the general curriculum to such an extent that special standards will be followed. A student, who has been classified as gifted, hospital /homebound, visually impaired or speech impaired may not be exempt, except when dually enrolled in another exceptional program as described above.

(1) ACCOMMODATIONS AND MODIFICATIONS OF INSTRUCTION AND GRADING (PK-12)

The following modifications, if specified on the IEP, may be used in EITHER the regular classroom AND/OR the ESE classroom and will result in ESE grading and/or special credit leading to a special diploma:

- a. Lower the content level to the student's performance level, or
- b. Use special performance standards or ESE curriculum standards for instruction.

The following accommodations authorized by the Department of Education and specified in the student's IEP will not result in ESE grading on the report card or affect the type of credit earned for a standard diploma:

- a. An increase or decrease in the instructional time.
- b. Variations in instructional strategies such as:
 1. Change of presentation technique
 2. Decrease of assignment quantity, without lowering comprehension or difficulty, and/or
 3. Oral presentation/evaluation methods as opposed to independent reading/written tests.
- c. Teacher instruction or student response through special communication system(s).

- d. Exceptional student certification required of the student's teacher.
- e. Modification of test administration procedures and other evaluation systems to accommodate the student's disability.
- f. Modification of the outcomes and student performance standards for vocational courses or programs based on specific requirements for the individual's vocational needs

(2) **MODIFICATIONS OF THE STATE STUDENT ASSESSMENT TEST INSTRUMENTS AND PROCEDURES FOR EXCEPTIONAL STUDENTS AND OTHER ELIGIBLE HANDICAPPED STUDENTS AS DEFINED BY SECTION 504 (PK-12)**

- a. A student enrolled in the program for the gifted is not eligible for any testing modifications, unless he/she is dually enrolled in another exceptional program.
- b. The modifications as outlined in (1) above are authorized for any student who has been determined to be an eligible exceptional student pursuant to rules 6A-6.0301 and 6A-6.0331, FAC, and has a current IEP, or who has been determined to be a handicapped person pursuant to rule 6A-19.001(6), FAC., and has a current accommodation plan.

GRADUATION REQUIREMENTS FOR EXCEPTIONAL STUDENTS

(1) **STANDARD DIPLOMA**

Students with disabilities should not be limited to a special diploma or special certificate of completion. A student, after an appropriate request, referral and placement, may pursue a standard diploma or certificate of completion. In order to provide students with disabilities the opportunity to meet graduation requirements for a standard graduation option and standard diploma, schools may use one of the following strategies:

- a. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the district school board student progression plan, or
- b. Assignment of the exceptional student to a basic education class where the student receives appropriate accommodations.

The strategies employed will be based upon an assessment of the student's needs and shall reflect the decision in the student's current Individual Educational Plan (IEP).

A student with a disability for whom the IEP committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable

accommodations, shall have the FCAT requirement waived for the purpose of receiving a standard high school diploma. This waiver can be granted after the student meets the following criteria:

- a. Be identified as a student with a disability, as defined in section 1007.02(2), F.S.
- b. Have an individual educational plan (IEP)
- c. Have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation (s.1003.428(8)(a), F.S., s.1003.43(11)(1), F.S., and s.1008.25(3)(c)8., F.S.)
- d. Have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice, once in grade 10 and once in grade 11
- e. Be progressing toward meeting the state's credit/course and cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma as described in sections 1003.428(1) or 1003.43(1), F.S.

In accordance with section 1008.22(3)(c)6., F.S., Student assessment program for public schools, students who have received instructional accommodations in the classroom that are non-allowable on the FCAT may be considered for the waiver from the FCAT graduation requirement if the student meets all of the criteria noted above.

Note: Parents of each exceptional student eligible to earn a Special Diploma shall be notified of the options.

(2) SPECIAL DIPLOMA – Option I

The student must have been enrolled in the exceptional student education program and completed all requirements of federal and state guidelines governing placement in the exceptional student education program. A student with disabilities pursuing a special diploma must meet all the requirements set forth in the district's policies and procedures for students with disabilities. (F.S.1003.438)

A student will be required to meet the Sunshine State Access Standards for Special Diploma when they graduate. The requirements for a student identified as being intellectually disabled, hearing impaired, specific learning disabled, emotional behavioral disabled, physically impaired, or language impaired are:

1. Demonstration of proficiency at the independent, supported, or participatory level of each Sunshine State Standard for Special Diploma prescribed in Rule 6A-1.094019(1)(h) as determined through the IEP process; and
2. Completion of twenty four (24) course credits for a special diploma, for independent and supported levels, and sixteen (16) credits for the participatory level; and

3. Achieve a grade point average of 2.0 or above; and
4. Meet the Gadsden County course/credit requirements as follows:

a.	Independent Level	
	Reading or Learning Strategies	1
	Social Studies	2
	Language Arts	3
	Mathematics	3
	Science/Health	3
	Life Management	0.5
	Vocational Education	4
	Physical Education	1
	Electives	6.5
	Total Credits	24
b.	Supported Level	
	Communications	4
	Academics	4
	Personal and Home Living Skills	4
	Leisure/Recreation	4
	Vocational	4
	Electives	4
	Total Credits	24
c.	Participatory Level	
	Cognitive and Linguistic Skills	4
	Life Sustaining and Environmental Interaction Skills	8
	Leisure/Recreation Skills	8
	Development-Functional Motor Skills	4
	Total Credits	24

NOTE:Gadsden County Schools has a multi-district agreement with Leon County Schools to provide educational services to Hearing Impaired students (as determined by the IEP committee.).

**EXCEPTIONAL STUDENTS
GRADES K-5
COURSES**

Standard Diploma Course of Study (Inclusion) K-5	Standard Diploma Course of Study (Self-Contained) K-5	Special Diploma/Alternate Assessment Independent Level K-5	Special Diploma/Alternate Assessment Supported Level K-5	Special Diploma/Alternate Assessment Participatory Level K-5
Language Arts Math Reading Science Social Studies Handwriting (K-1 st) Writing (2 nd – 5 th) Electives Art Music PE Computers	Language Arts Math Reading Science Social Studies Handwriting (K-1 st) Writing (2 nd – 5 th) Social Personal K-5 (7721020) Electives Art Music PE Computers	New Language Arts Access Courses: Access Language Arts K (7710011) Access Lang. Arts Grade 1(7710012) Access Lang. Arts Grade 2(7710013) Access Lang. Arts Grade 3(7710014) Access Lang. Arts Grade 4(7710015) Access Lang. Arts Grade 5(7710016) Math Access Math Grade K (7712015) Access Math Grade 1 (7712020) Access Math Grade 2 (7712030) Access Math Grade 3 (7712040) Access Math Grade 4 (7712050) Access Math Grade 5 (7712060) Science Access Sci. Grade K (7720015) Access Sci. Grade 1 (7720020) Access Sci. Grade 2 (7720030) Access Sci. Grade 3 (7720040) Access Sci. Grade 4 (7720050) Access Sci. Grade 5 (7720060) New Access Social Studies: Access Social Studies K (7721011) Access Soc. Studies Grade 1 (7721012) Access Soc. Studies Grade 2 (7721013) Access Soc. Studies Grade 3 (7721014) Access Soc. Studies Grade 4 (7721015) Access Soc. Studies Grade 5 (7721016) Social Personal K-5 (7721020)	Access Language Arts K (7710011) Access Lang. Arts Grade 1(7710012) Access Lang. Arts Grade 2(7710013) Access Lang. Arts Grade 3(7710014) Access Lang. Arts Grade 4(7710015) Access Lang. Arts Grade 5(7710016) Math Access Math Grade K (7712015) Access Math Grade 1 (7712020) Access Math Grade 2 (7712030) Access Math Grade 3 (7712040) Access Math Grade 4 (7712050) Access Math Grade 5 (7712060) Science Access Sci. Grade K (7720015) Access Sci. Grade 1 (7720020) Access Sci. Grade 2 (7720030) Access Sci. Grade 3 (7720040) Access Sci. Grade 4 (7720050) Access Sci. Grade 5 (7720060) Access Social Studies K (7721011) Access Soc. Studies Grade 1 (7721012) Access Soc. Studies Grade 2 (7721013) Access Soc. Studies Grade 3 (7721014) Access Soc. Studies Grade 4 (7721015) Access Soc. Studies Grade 5 (7721016) Social Personal K-5 (7721020) Communications K-5	Access Language Arts K (7710011) Access Lang. Arts Grade 1(7710012) Access Lang. Arts Grade 2(7710013) Access Lang. Arts Grade 3(7710014) Access Lang. Arts Grade 4(7710015) Access Lang. Arts Grade 5(7710016) Math Access Math Grade K (7712015) Access Math Grade 1 (7712020) Access Math Grade 2 (7712030) Access Math Grade 3 (7712040) Access Math Grade 4 (7712050) Access Math Grade 5 (7712060) Science Access Sci. Grade K (7720015) Access Sci. Grade 1 (7720020) Access Sci. Grade 2 (7720030) Access Sci. Grade 3 (7720040) Access Sci. Grade 4 (7720050) Access Sci. Grade 5 (7720060) Access Social Studies K (7721011) Access Soc. Studies Grade 1 (7721012) Access Soc. Studies Grade 2 (7721013) Access Soc. Studies Grade 3 (7721014) Access Soc. Studies Grade 4 (7721015) Access Soc. Studies Grade 5 (7721016) Social Personal K-5 (7721020) Communications K-5

		Electives Art Music PE Computers	(7710030) Electives Art Music PE Computer	(7710030) Electives Art Music PE Computers
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**EXCEPTIONAL STUDENTS
MIDDLE SCHOOL 6-8
COURSES/REQUIREMENTS**

Standard Diploma Course of Study 6th – 8th	Special Diploma/Alternate Assessment Independent Level 6-8	Special Diploma/Alternate Assessment Supported Level 6-8	Special Diploma/Alternate Assessment Participatory Level 6-8
3 - Language Arts 3 - Math 3 – Social Studies 3 - Science 1- Career Planning (by 8 th Grade) or 1 – Learning Strategies:6-8 & Career Planning (7863095) M/J Electives PE Learning Strategies (7863090) If Needed Other M/J Electives	<u>New Access Language Arts Courses:</u> <u>Access M/J LA 1 (7810011)</u> <u>Access M/J LA 2 (7810012)</u> <u>Access M/J LA3 (7810013)</u> <u>Access M/J Intensive Reading 1</u> <u>Access M/J Intensive Reading 2</u> <u>Access M/J Intensive Reading 3</u> <u>Access M/J Language Arts 1</u> <u>Access M/J Language Arts 2</u> <u>Access M/J Language Arts 3</u> Math Access M/J Math 1 (7812015) Access M/J Math 2 (7812020) Access M/J Math 3 (7812030) Science Access M/J CompSci. 1 (7820015) Access M/J CompSci. 2 (7820016) Access M/J CompSci. 3 (7820017) <u>Social Personal: 6-8</u> <u>Access M/J Civics (7821020)</u> <u>Access M/J World History (7821022)</u> <u>Access M/J Civic & CP (7821023)</u> <u>Access M/J USHI & CP (7821026)</u> 1 – Career Planning Career Ed: 6-8 (7831030) 1 – Communications: 6-8 (7810030) M/J Electives PE Health: 6-8 (7820020) Additional Voc. Courses Career Ed: 6-8 (7821030) Exp. Voc: 6-8 (7880010)	<u>New Access Language Arts Courses:</u> <u>Access M/J LA 1 (7810011)</u> <u>Access M/J LA 2 (7810012)</u> <u>Access M/J LA3 (7810013)</u> <u>Access M/J Intensive Reading 1</u> <u>Access M/J Intensive Reading 2</u> <u>Access M/J Intensive Reading 3</u> <u>Access M/J Language Arts 1</u> <u>Access M/J Language Arts 2</u> <u>Access M/J Language Arts 3</u> Math Access M/J Math 1 (7812015) Access M/J Math 2 (7812020) Access M/J Math 3 (7812030) Science Access M/J CompSci. 1 (7820015) Access M/J CompSci. 2 (7820016) Access M/J CompSci. 3 (7820017) <u>Social Personal: 6-8</u> <u>Access M/J Civics (7821020)</u> <u>Access M/J World History (7821022)</u> <u>Access M/J Civic & CP (7821023)</u> <u>Access M/J USHI & CP (7821026)</u> 1 – Career Planning Career Ed: 6-8 (7821030) 1 – Communications: 6-8 (7810030) M/J Electives PE Vocational Courses	<u>New Access Language Arts Courses:</u> <u>Access M/J LA 1 (7810011)</u> <u>Access M/J LA 2 (7810012)</u> <u>Access M/J LA3 (7810013)</u> <u>Access M/J Intensive Reading 1</u> <u>Access M/J Intensive Reading 2</u> <u>Access M/J Intensive Reading 3</u> <u>Access M/J Language Arts 1</u> <u>Access M/J Language Arts 2</u> <u>Access M/J Language Arts 3</u> Math Access M/J Math 1 (7812015) Access M/J Math 2 (7812020) Access M/J Math 3 (7812030) Science Access M/J CompSci. 1 (7820015) Access M/J CompSci. 2 (7820016) Access M/J CompSci. 3 (7820017) <u>Social Personal: 6-8</u> <u>Access M/J Civics (7821020)</u> <u>Access M/J World History (7821022)</u> <u>Access M/J Civic & CP (7821023)</u> <u>Access M/J USHI & CP (7821026)</u> 1 – Career Planning Career Ed: 6-8 (7821030) 1 – Communications: 6-8 (7810030) M/J Electives PE Vocational Courses

EXCEPTIONAL STUDENTS HIGH SCHOOL COURSES/REQUIREMENTS

Standard Diploma Course of Study 9 th – 12 th	Special Diploma/Alternate Assessment Independent Level 9 th – 12 th	Special Diploma/Alternate Assessment Supported Level 9 th – 12 th	Special Diploma/Alternate Assessment Participatory Level 9 th – 12 th
<p>Courses should reflect Pupil Progression/Course Requirements for a Standard Diploma.</p> <p>Exceptional Education Electives can be taken to meet the Elective Requirement for Standard Diploma:</p> <p>Learning Strategies (7963080)</p> <p>Self-Determination (7963140)</p>	<p>3 – English English: 9-12 (7910110)</p> <p>1 – Reading Reading: 9-12 (7910100) Life Skills Reading (7919400)</p> <p><u>New Language Arts Access Courses:</u> <u>Access English 1/2 (7910110)</u> <u>Access English 3/4 (7910112)</u></p> <p>2 – Social Studies Social Studies: 9-12 (7921010)</p> <p><u>New Social Studies Access Course:</u> <u>Access US Government (7921015)</u> <u>Access Economics (791020)</u> <u>Access US History (7921025)</u> <u>Access HOPE (7915015)</u></p> <p>3 – Math Access Liberal Arts (7912070) Access Algebra 1A (7912080) Access Algebra 1B (7912090) Access Geometry (7912060)</p> <p>3 – Science Access Int. Sci. (7920025) Access Earth Space (7920020) Access Biology (7920015) Access Chemistry (7920011)</p> <p>.5 – Life Management Life Management Skills Life Mgmt and Tran. (7960010)</p> <p>1 – Physical Education 1 – Health and Safety Health/Safety: 9-12 (7920050)</p> <p>4 – Vocational Education Career Ed: 9-12 (7921330) Career Placement (7980130) Career Prep (7980110) Exploratory Edu. (7980010) Practical Arts (7980020) Any Reg. Ed. Voc. Course</p> <p>5.5 – Electives Any General Ed. Electives Learning Strategies (7963080) Self Determination (7963140) Prep for Post-School (7963010) Adult Living Social Personal: 6-8 (7963070)</p>	<p>6 – Academic Skills (7961010) 3 – English 1 – Reading 2 – Social Studies</p> <p><u>New Language Arts Access Courses:</u> <u>Access English 1/2 (7910110)</u> <u>Access English 3/4 (7910112)</u></p> <p><u>New Social Studies Access Course:</u> <u>Access US Government (7921015)</u> <u>Access Economics (791020)</u> <u>Access US History (7921025)</u> <u>Access HOPE (7915015)</u></p> <p>3 – Math Access Liberal Arts (7912070) Access Algebra 1A (7912080) Access Algebra 1B (7912090) Access Geometry (7912060)</p> <p>3 – Science Access Int. Sci. (7920025) Access Earth Space (7920020) Access Biology (7920015) Access Chemistry (7920011)</p> <p>2 – Communications Comm. Sk. Fun. Liv. (7961020)</p> <p>2 – Personal and Home Sk. Pers. Hm Sk. Fun. Liv. (7961030)</p> <p>2 – Leisure Rec. Leis Rec Sk. Fun. Liv. (7961040)</p> <p>4 – Vocational Education Comm Soc SK Fun Liv (7961050) Career Ed: 9-12 (7921330) Career Placement (7980130) Career Prep (7980110) Exploratory Edu. (7980010) Practical Arts (7980020) Any Reg. Ed. Voc. Course</p> <p>2 – Electives Any General Ed. Electives Any Mult. Cred. ESE Elective</p>	<p>6 – Cog. and Linguistic Skills (7961010) 3 – English 1 – Reading 2 – Social Studies</p> <p><u>New Language Arts Access Courses:</u> <u>Access English 1/2 (7910110)</u> <u>Access English 3/4 (7910112)</u></p> <p><u>New Social Studies Access Course:</u> <u>Access US Government (7921015)</u> <u>Access Economics (791020)</u> <u>Access US History (7921025)</u> <u>Access HOPE (7915015)</u></p> <p>3 – Math Access Liberal Arts (7912070) Access Algebra 1A (7912080) Access Algebra 1B (7912090) Access Geometry (7912060)</p> <p>3 – Science Access Int. Sci. (7920025) Access Earth Space (7920020) Access Biology (7920015) Access Chemistry (7920011)</p> <p>2 – Communications Comm. Sk. Fun. Liv. (7961020)</p> <p>3 – Functional Motor Skills Dev. Fun. Motor Sk. (7962040)</p> <p>3 – Life Sustaining- Env. Interaction Life Sustn Envir Sk. (7962020)</p> <p>4 – Leisure and Recreation Leis Rec Sk for (7962030) Improve. of Quality of Life</p>

(3) SPECIAL DIPLOMA Option 2 Employment and Community Competencies

- a. The student has achieved all the annual goals and short-term objectives which were specified on the IEP/Transition Plan related to the employment and community competencies as designated in the graduation plan.
- b. Special Diploma – Option 2 Eligibility Criteria
 - 1. The student must be in the Exceptional Education Program
 - 2. The student must be at least 16 years old.
 - 3. The student must be recommended by the IEP Committee.
- c. Special Diploma – Option 2 Graduation Requirements
 - 1. The student must be between the ages of 18 – 22 years old at the time of graduation.
 - 2. The student must be enrolled in a high school program for a minimum of one semester to work on the Graduation Plan Competencies.
 - 3. The student must have documented full time (a minimum of 30 hours per week) paid employment for a minimum of one semester (90 days) as stated in the Graduation Plan. Parent/student/guardian must provide transportation to and from job sites. District staff is not responsible for providing transportation to job sites.
 - 4. The student must have mastered the designated competencies of the Graduation Plan.
- d. Option 2 is not based on course credits, grade point average or mastery of the state-developed Student Performance Standards of the Sunshine State Standards.
- e. A student does not have to participate in Florida’s Alternate Assessment Report.

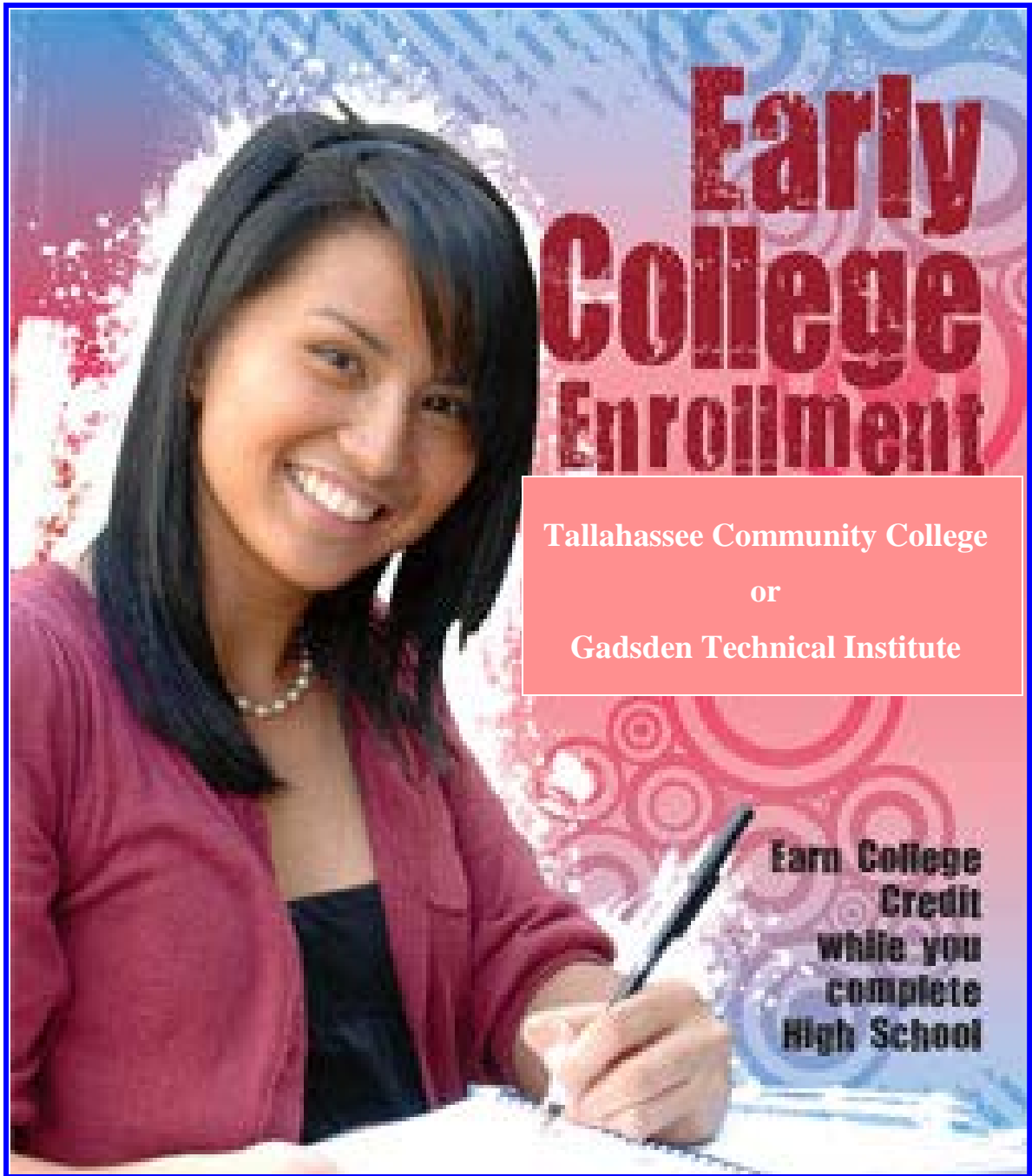
(4) OPTIONS TO THE SPECIAL DIPLOMA

An exceptional education student Intellectually Disabled, Hearing Impaired, Specific Learning Disabled, Emotional Behavioral Disabled, Physically Impaired or Language Impaired who has completed required credits but fail to master the appropriate state performance standards and/or achieve the district minimum GPA may be awarded a Special Certificate of Completion.

(5) No restrictions may be applied to prohibit an exceptional student from selecting and moving between the Regular and Special Diploma Options.

- a. The Individual Education Plan (IEP) committee shall document whether a student is pursuing a course of study leading toward a Regular or Special Diploma on the IEP developed during the student’s eighth grade year, or the IEP developed during the year prior to the student’s fourteenth birthday, whichever occurs first. This decision shall be reviewed annually.
- b. Nothing contained in this rule shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma. The awarding of a special diploma or Special Certificate of Completion does not prevent a student with disabilities from pursuing a standard diploma or from receiving a free appropriate public education until the student reaches the age of 22.

Dual Enrollment Options



**Early
College
Enrollment**

Tallahassee Community College
or
Gadsden Technical Institute

**Earn College
Credit
while you
complete
High School**

ACADEMIC DUAL ENROLLMENT

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education 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. Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school GPA, and the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework. Student eligibility requirements for continued enrollment in college credit dual enrollment courses must include the maintenance of a 3.0 unweighted high school GPA and the minimum postsecondary grade point average established by the postsecondary institution. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered. Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school GPA. Exceptions to the required GPAs 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 s. 1007.271(21) F.S.

Special note: Community college boards of trustees may establish additional initial student eligibility requirements, which shall be included in the dual enrollment articulation agreement to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses. District school boards may not refuse to enter into an agreement with a local community college if that community college has the capacity to offer dual enrollment courses.

The following curriculum standards apply to college credit dual enrollment:

- (6)(a) Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year.
- (6)(b) Instructional materials used in dual enrollment courses must be the same as or comparable to those used in courses offered by the postsecondary institution with the same course prefix and number. The postsecondary institution must advise the school district of instructional materials requirements as soon as that information becomes available but no later than one term before a course is offered.
- (6)(c) Course requirements, such as tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students. All faculty members teaching dual enrollment courses

must observe the procedures and deadlines of the postsecondary institution for the submission of grades. A postsecondary institution must advise each faculty member teaching a dual enrollment course of the institution's grading guidelines before the faculty member begins teaching the course.

- (6)(d) Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course.

Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in courses that are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of 6 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students enrolled are exempt from the payment of registration, tuition, and laboratory fees.

The Academic Dual Enrollment Program allows an eligible high school student to take college-level courses and receive both college credit and credit toward a high school diploma. A student taking college-level courses in the Academic Dual Enrollment Program will not be charged for registration, matriculation, or tuition. Textbooks will be provided to dually enrolled students by the School Board and shall remain the property of the Board as specified in Section 1007.27(14) F.S.

The student must submit placement test scores (P.E.R.T., SAT, ACT, or FCAT 2.0 Reading) that place the student into college level courses. See concordant score qualifications for Tallahassee Community College below.

P.E.R.T.		<u>Appropriate Community College Course</u>
<u>Reading</u>	<u>104</u>	<u>ENC 1101</u>
<u>Writing</u>	<u>99</u>	
<u>Mathematics</u>	<u>113-122</u>	<u>MAT 1033</u>
<u>Mathematics</u>	<u>123</u>	<u>MAC 1105, STA 2323, MGF 1106, MGF 1107</u>
<u>SAT-I, The College Board</u>		
<u>Verbal</u>	<u>440</u>	<u>ENC 1101</u>
<u>Mathematics</u>	<u>440-549</u>	<u>MAT 1033</u>
<u>Mathematics</u>	<u>450</u>	<u>MAC 1105, STA 2323, MGF 1106, MGF 1107</u>
<u>Enhanced ACT, American College Testing Program</u>		
<u>Reading</u>	<u>18</u>	<u>ENC 1101</u>
<u>English</u>	<u>17</u>	
<u>Mathematics</u>	<u>19-20</u>	<u>MAT 1033</u>
<u>Mathematics</u>	<u>21</u>	<u>MAC 1105, STA 2323, MGF 1106, MGF 1107</u>
<u>Grade 10 FCAT 2.0 Reading</u>		
<u>Reading</u>	<u>262</u>	<u>ENC 1101</u>

The student must submit a completed application for admission.

The student must submit a recommendation from his/her principal which has been approved by the School Board of Gadsden County stating that he/she has the maturity, motivation, dependability and academic ability to enable him/her to achieve satisfactorily at the college level.

CAREER AND TECHNICAL DUAL ENROLLMENT

- (1) Career and Technical Programs in the Gadsden County School District provide a sequenced academic and technical program linked to TCC [or Lively Technical Center](#). The School Board cooperates with TCC [post-secondary programs](#) in the implementation of a Career Pathway Program that outlines a jointly approved pathway for a student to articulate from high school program to the college level in a variety of career related programs.
- (2) A participating student must be currently enrolled in a Gadsden County Public School, and must have earned at least a 2.0 un-weighted grade point average.
- (3) The student must submit a completed application for admission.
- (4) The student must submit a recommendation form from his/her principal stating that he/she has the maturity, motivation, dependability and academic ability to enable him/her to achieve satisfactorily at the college level.



**THE GENERAL EDUCATION DEVELOPMENT (GED) TEST
and
THE GED EXIT OPTION (Carter Parramore Academy)
Revised 2011/2012**

6A-6.0212 Performance-Based Exit Option Model and State of Florida High School Performance-Based Diploma.

The Department of Education shall award a State of Florida High School Performance-Based Diploma pursuant to Section 1003.435, F.S., to a candidate who meets all of the requirements of the Performance-Based Exit Option Model, as prescribed herein.

(1) General and Administrative Components.

(a) The Department shall designate the authority of awarding the State of Florida High School Performance-Based Diploma to each approved school district participating in the Performance-Based Exit Option Model.

(b) This program is also known as the “GED Exit Option.”

(c) School districts must apply and be approved by the Department in order to implement the Performance-Based Exit Option Model at all school sites. Beginning with the 2010/2011 school year, and bi-annually thereafter, each approved school district must submit a renewal application to continue to implement the Performance-Based Exit Option Model. School districts who are seeking initial approval to implement the Performance-Based Exit Option Model may apply during any given school year. The Performance-Based Exit Option Model Application, Form BFCO 001, effective July 2010, is incorporated by reference and made a part of this rule and may be obtained by contacting the Director of Dropout Prevention, Bureau of Family and Community Outreach, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400, or online at <http://www.fldoe.org/family/dropout/default.asp>.

(d) School districts may amend approved applications anytime during the school year by completing and submitting an amendment to the Department.

(e) The district shall identify a Performance-Based Exit Option Model administrator who is responsible for ensuring that each approved school site is provided with the appropriate number of GED Testing Authorization Forms. The district Performance-Based Exit Option Model administrator must contact the Department of Education for additional Testing Authorization forms throughout the school year.

(2) Eligibility and Admission Components.

(a) The Performance-Based Exit Option Model is not to be a preferred or accelerated means of completing high school. Thus, this model is not a vehicle for the early exit of students and

may only be exercised for students who are off track to graduate with their kindergarten cohort due to being overage for grade, behind in credits or having a low Grade Point Average (GPA). Students participating in the Performance-Based Exit Option Model may not graduate prior to their kindergarten cohort. Participation in this model is voluntary and requires parental notification and consent. Entry and exit policies must conform to state compulsory attendance requirements, as well as district daily attendance policies.

(b) Any eligible student currently enrolled in a PK-12 program, including special programs such as exceptional student education, dropout prevention, teenage parent, Department of Juvenile Justice, and English for Speakers of Other Languages (ESOL) may participate in the Performance-Based Exit Option Model. To be eligible to participate in the Performance-Based Exit Option Model, a student must, at a minimum, be:

1. At least sixteen (16) years old and currently enrolled in a PK-12 program;
2. Enrolled in and attending high school courses that meet high school graduation requirements as specified in Section 1003.428 or 1003.43, F.S., whichever is applicable;
3. In jeopardy of not graduating with their kindergarten cohort because they are overage for grade, behind in credits, or have a low GPA;
4. Assessed at a seventh grade reading level or higher at the time of selection (ninth grade or higher at the time of GED testing), as documented by the Test of Adult Basic Education (TABE) reading component or other assessment to determine grade level proficiency.

(c) The student eligibility criteria articulated in this rule in paragraph (2) (b) are the minimum requirements to which each school district implementing the Performance-Based Exit Option Model must adhere.

(d) After the student's initial eligibility has been determined, a comprehensive review of student records by designated school personnel or a child study team, including, but not limited to grades, credits, attendance, behavior and education plans, must be completed to decide if the Performance-Based Exit Option Model is the most appropriate educational strategy.

(e) If the student is a minor, parents or guardian(s) must be informed and give written consent to a student's participation in the Performance-Based Exit Option Model. The student's record must include written notification of the student's eligibility, parents' or guardians' right to an administrative review of the proposed placement, and parental or guardian consent, in writing, for student's participation prior to utilizing this model. The student's parent or guardian must be informed of the results of the record review and provided clarification that the student's transcript will indicate an alternative graduation route.

(f) Counseling is required before program entry and during participation in the program. Counseling and advisement services must be provided to both students and parents or guardians regarding the Performance-Based Exit Option Model and other graduation options prior to participation so that they can make an informed decision regarding placement.

(3) Curriculum and Instruction.

(a) The curricula and instructional content for the Performance-Based Exit Option Model must be at the high school level and must be rigorous and relevant to the student's postsecondary goals. Each student must be enrolled in and attending K-12 high school courses that meet the high school graduation requirements specified in Section 1003.428 or 1003.43, F.S., whichever is applicable.

(b) The content of the Performance-Based Exit Option Model must be academic and may include career education instruction or activities. The school district must provide a full range of instruction that aligns with the State Standards and the core content measured by GED Tests (high school mathematics, writing, social studies, reading, and science). Career Education

instruction and activities should be directed at the knowledge, skills, and abilities required for securing and maintaining employment.

(c) Instruction for the Performance-Based Exit Option Model must be of sufficient intensity and duration to ensure that participating students have a fair opportunity to raise their skills to the level necessary to earn a State of Florida High School Performance-Based Diploma in a reasonable period of time. Appropriate curriculum materials must be provided in adequate quantities and must be available when students need them. Instructional strategies that focus on individual student progress are strongly encouraged.

(d) Students are required to adhere to district attendance and code of conduct policies.

(e) Districts must administer the official GED Practice Tests administered under student testing conditions, prior to testing students for the GED. Districts must provide academic interventions to students who do not earn acceptable scores on the official GED Practice Tests.

(4) Program Completion Requirements.

(a) For students to successfully complete the Performance-Based Exit Option Model, the student must:

1. Continue enrollment and attendance in high school courses that meet high school graduation requirements as specified in Section 1003.428 or 1003.43, F.S., whichever is applicable.

2. Pass the required sections of the FCAT, or receive a concordant score in accordance with Section 1008.22, F.S.;

3. Pass the GED Tests; and

4. Complete any additional requirements established by the school district.

(b) Students earning the State of Florida High School Performance-Based Diploma are not required to obtain the minimum credits and GPA that are required for a standard high school diploma.

(c) Students must successfully participate in the Performance-Based Exit Option Model for at least one full semester.

(d) Students who are participating in the Performance-Based Exit Option Model during their 13th year of school and their kindergarten cohort has already graduated are not required to continue classes until the end of the currently enrolled semester if they have:

1. Successfully passed the required sections of the FCAT or received a concordant score in accordance with Section 1008.22, F.S.;

2. Passed the GED Tests; and

3. Completed any additional requirements established by the school district.

(5) Official Recognition.

(a) Performance-Based Exit Option Model students must receive official recognition. Students enrolled in the Performance-Based Exit Option Model are eligible to participate in all standard high school activities, including extracurricular activities, as well as graduation and other recognition ceremonies.

(b) A student completing the Performance-Based Exit Option Model who passes the GED Tests and the required sections of the FCAT, or receives a concordant score in accordance with Section 1008.22, F.S., must be awarded a State of Florida High School Performance-Based Diploma.

(c) A student completing the Performance-Based Exit Option Model who does not meet the graduation requirements established in Section 1003.428 or 1003.43, F.S., as applicable, does not qualify to receive a standard high school diploma.

(d) If a student passes the GED Tests but does not pass the FCAT, the student must only be awarded the State of Florida High School Diploma (GED).

(e) Rule 6A-1.0995, F.A.C., provides the allowable format for State of Florida High School Performance-Based Diploma.

Rulemaking Authority 1001.02, 1003.435, 1003.53 FS. Law Implemented 1003.435, 1003.53 FS. History—New 7-19-10.

Gadsden Technical Institute - Career and Technical Education

Career education programs offered by Gadsden Technical Institute (GTI) are consistent with the mission of the Institute and the needs of the community. Each program has clearly stated objectives, defined content relative to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. GTI offers a wide variety of career education certificate (job preparatory) and continuing education programs. These programs are developed in cooperation with local employers in order to develop the area workforce. Training in job preparatory skills, upgrading of existing skills, and student participation in internship/externship (work-based) programs are components of Institute operations. Gadsden Technical Institute operates all programs in accordance with Florida Statutes, the Florida State Board of Education rules, and Council on Occupational Education accreditation requirements and Gadsden County School Board policies. Florida Department of Education curriculum frameworks and other applicable guidelines are used to develop programs.

(a) **Admission – Adult Students** - To enroll in GTI as an adult an individual shall be sixteen of age or older, and not concurrently enrolled in a secondary program. Promotion or advancement shall be made on an individual basis and shall be achieved by demonstrating competency in a subject. This is done by demonstration, successfully passing written exams, development of portfolios or a combination of assessment methods. Some programs that train students for regulated or licensed careers are more rigid and require attendance and completion of course work in a specified sequence and/or timeline. Student must also attend a new or returning student orientation.

Take the Test of Adult Basic Education (TABE) or provide proof of acceptable forms of assessment. These include scores from the TABE, Forms 9 and 10, Complete Battery of Survey Form. Students who present official documentation from the TABE Survey Form, which indicates that the student has not achieved the required exit level basic skills for their program of choice, will be required to retest on the longer form for diagnostic purposes. Students who possess an Associate Degree or higher, those who have successfully completed or are exempt from the College Level Academic Skills Test (CLAST), and those who are exempt from college entrance examination may be exempt from taking the TABE. Test scores are valid for two years. Where not specified in law or rule, Gadsden Technical Institute follows recommendations established by the Florida Department of Education, Division of Workforce Development, for technical assistance on assessment. The admission requirements are as follows:

- Present an official transcript from last high school attended – local, out-of –district, out-of-state

- Present a valid FL driver's license or FL ID
- Complete registration form
- Attend New/Returning Student Orientation
- Take placement test (TABE) - \$15.00
- Be assessed to attend Career, Technical Education and/or Adult General Education classes - **MANDATORY**

Adult students shall comply with dress and grooming codes of each technical program in which they are enrolled. Students who refuse to do so will be given the option of returning to their home school. Shop and lab fees may be required.

(b) **Admission – Secondary (Dual Enrolled)** - Secondary students sixteen years old and older may elect to be dually enrolled at their high school and Gadsden Technical Institute. Dual-enrolled students will attend class part-time at their home school and enroll part-time in a career education program on the Gadsden Technical Institute campus. A high school student must be enrolled and attending class within the first two weeks of the each semester.

Students must meet the following criteria:

- Have a minimum 2.0 GPA
- Have satisfactory attendance
- Have at least 5 credits (ninth grader)

Secondary students shall comply with dress and grooming codes of each technical program in which they are enrolled. Students who refuse to do so will be given the option of returning to their home school. Shop and lab fees may be required.

(c.) **Documentation of Achievement** - GTI awards the following indicators of achievement:

1. **Career Education Certificate** – This certificate is awarded for mastering specific competencies leading to completion of a postsecondary career education program and achieving basic skills levels indicated in Florida Department of Education Curriculum frameworks.

2. **High School Credit** - Awarded to a secondary student who is enrolled in a career education program to earn credits. Students may come from a Gadsden County secondary school or a secondary school from a neighboring district under a dual enrollment agreement. Credit shall be awarded consistent with Gadsden County School Board policy.

For occupational proficiency programs, credits will be awarded and will be accepted by the high school on the basis of demonstrated competency. Credits earned, shall be exempt from the 135-hour rule consistent with the provisions of Florida Statute 1003.436. Students may earn more or less than one credit for each 135 hours of instruction. Competency lists based on Department of Education student performance standards will be used to assure competencies are met and to recommend the amount of credit to be awarded. Credits earned may exceed the required number of elective credits needed for graduation.

Students shall successfully complete all of the benchmarks (competencies) with a minimum of 75% mastery (average). Demonstration of mastery for Exceptional Education Students on a special diploma track shall be determined by the goals and objectives identified in the Individual Education Plans. Curriculum may be modified to meet the needs of this population.

3. Recognition of Competency- Awarded for mastering specific competencies leading to partial completion of an entire career education program. These competencies are occupational completion points which correspond to occupations within a field of study.

4. Trade Certificates - Students who have completed an average of 500 hours of successful shop training per year, for a total of 1500 hours over a three and one-half year period, and who have maintained a cumulative average of “C” or higher in shop, receive a Trade Certificate upon graduation.

In the case of a late transfer from another school or another shop, if a student completes the necessary coursework while maintaining a “C” or higher average, and demonstrates the required competencies, he/she may be eligible to receive a trade certificate even if he/she had not completed 1500 hours.

Students who have lost shop hours due to absences from school may make up the shop time only in school and under direct supervision of the shop teacher, and with the prior approval of the Director of Technical, Career, and Adult Education.

(d)Grading:

Secondary Students: Grading reflects a composite of many factors: attendance, class participation, homework, the demonstration of skill competencies and content mastery, assessed through exams, tests, quizzes, and projects (oral and written). Letter grades, based on the high school grading system, will be awarded to all secondary students at each grading period as scheduled by the Gadsden County School Board.

The grading system is as follows:

90- 100 =A – Outstanding

80 - 89= B - Above Average

70 - 79= C - Average

60 - 69= D - Below Average

45 - 59 = F - Failure

Gadsden Technical Institute – Adult General Education admission policies require that all applicants:

Take the Test of Adult Basic Education (TABE) or provide proof of acceptable forms of assessment. These include scores from the TABE, Forms 9 and 10, Complete Battery of Survey Form. Students who present official documentation from the TABE Survey Form, which indicates that the student has not achieved the required exit level basic skills for their program of choice, will be required to retest on the longer form for diagnostic purposes. Students who possess an Associate Degree or higher, those who have successfully completed or are exempt from the College Level Academic Skills Test (CLAST), and those who are exempt from college entrance examination may be exempt from taking the TABE.

- Present a valid FL driver's license or FL ID
- Present an official transcript from last high school attended – local, out-of –district, out-of-state
- Complete registration form
- Take placement test (TABE) - \$15.00
- Attend New/Returning Student Orientation
- Be assessed to attend Adult General Education classes – **MANDATORY**

APPLICANTS 16 OR 17 MUST:

- Present a valid FL driver's license or FL ID
- Present an official transcript from last high school attended – local, out-of –district, out-of-state
- Complete registration form
- Take placement test (TABE) - \$15.00
- Be assessed to attend Adult General Education classes – **MANDATORY**
- Pay \$45.00 (per semester) for admission fee
- Attend New/Returning Student Orientation – legal parent(s) **MUST** be present

Secondary Students (Dual Enrolled)

Secondary students may elect to be dually enrolled at their high school and Gadsden Technical Institute. Dual-enrolled students will attend class part-time at their home school and enroll part-time in a workforce education program on Gadsden Technical Institute's campus or in Gadsden Technical Institute programs located on their campus.

Students must meet the following criteria:

- Have a minimum 2.0 GPA
- Have completed ninth grade
- Have at least 5 credits

To apply, high school students must contact their high school guidance counselor.

ADULT GENERAL EDUCATION PROGRAMS

The purpose of the Gadsden Technical Institute Adult Education and General Educational Development (GED) Program is to enable adults to acquire basic skills necessary to attain (1) basic and functional literacy, (2) a high school education, or (3) an education that will enable them to become more employable, productive, and responsible citizens. Workforce literacy programs are intended to support economic development by increasing adult literacy and producing an educated workforce. These programs support the economic development of the state by ensuring that adults who lack basic reading and writing skills are prepared to work in today's workplace.

The Gadsden Technical Institute Adult Education and GED Program provides educational opportunities for adults, regardless of whether they possess a high school diploma or equivalency diploma, if their performance on standard assessments indicates that they lack the basic skills necessary to function effectively in everyday situations, to enter the job market, or to enter certificate career education instruction.

A variety of individuals participate in the adult education programs including high school students, disadvantaged and disabled adults, incarcerated adults and juvenile offenders, and non-English speakers

Gadsden Technical Institute's Adult education programs are provided by the school districts throughout the district – Havana, St. John, Chattahoochee, and Greensboro. The programs below serve adult education students.

- **Adult Basic Education** improves students' employability through instruction in mathematics, reading, language, and workforce readiness skills at a grade level equivalency below the ninth grade level.
- **General Educational Development (GED) Program/Pre-GED Program** provides courses of instruction preparing students to successfully complete the five General Educational Development subject area tests (mathematics parts I-II, language arts writing, science, language arts reading, and social studies) leading to qualification for a Florida high school diploma. GED coursework is at the high school grade level, while pre-GED is applicable for students functioning at the 6.0-8.9 grade levels.
- **Applied Academics for Adult Education** provides students with instruction to attain academic and workforce readiness skills ranging from functional literacy through the eighth grade level or higher, so that students may pursue career and technical education leading to a certificate or higher-level career and technical education.
- **Adult English for Speakers of Other Languages (ESOL)/Adult English as a Second Language (ESL) and related programs** provide non-credit English language courses designed to improve students' employability by developing communication skills and cultural competencies that enhance the ability to read, write, speak, and listen in English. Specific English language programs also include English Literacy for Career and Technical Education (ELCATE) for the workplace.
- **Workplace Readiness Skills Training for Limited English Proficient Students** provides basic skills necessary to function in entry-level occupations or to receive training for technological advances in the workplace.
- **Adults with Disabilities** provides specialized services to disabled Adult General Education students. Areas of instruction include literacy, work-related behaviors, and daily

living skills, with the goal of the student participating in home and community activities or obtaining employment. This program is solely funded through state legislative appropriations.

- **Citizenship programs** prepare adults for success in becoming naturalized citizens of the U.S. by passing the citizenship test. Content includes U.S. history, government, culture with specific emphasis on rights and responsibilities under the U.S. Constitution.

Grade levels are not emphasized in adult education in grades 1-8. Adult students are classified as ninth grade students on the basis of one or more of the following:

- a. Completion of eighth grade in another program, such as a regular school program.
 - b. Completion of the requirements of grades 1-8, such as the adult basic education program.
 - c. A satisfactory score on a standardized test.
 - d. Psychological reasons in the interest of students.
 - e. Evaluation of student transcripts and other student records.
5. A minimum of one credit must be earned in residence with Adult Education before an adult high school diploma is granted.

Alternatives to Normal Progression - Adult Education.

1. Acceleration. Students progress at their own rates of speed and the earning of credit is based on mastery of course standards. Students are encouraged, therefore, to accelerate according to the best of their abilities.

2. General Educational Development Test (GED). The GED is a national test that permits a person to receive a high school diploma upon successfully passing an examination. The diploma issued, by the Florida Department of Education, is the State of Florida High School Diploma. The GED is a battery of five tests that measure general educational development.

- a. The five tests cover the areas of language arts/writing, social studies, science, language arts/reading and mathematics.
- b. To take the test, a person must be eighteen years of age or older and reside in the State of Florida at the time of application. Minor persons sixteen or seventeen years of age may, with parent/guardian's permission, take the GED only under extraordinary circumstances. Persons 16 or 17 years old who have withdrawn from secondary school must participate in pre-and post-test career planning conferences through the adult education Student Services Department. **Extraordinary circumstances include:**
 - i. Admission to college, junior/community college, or university
 - ii. Military enlistment

- iii. Vocational training requirements
- iv. Emotional, psychological, or serious social difficulty prohibiting the student from attending regular classes
- v. Serious financial need, or
- vi. Employment/promotion requiring a diploma

3. Co-Enrollment in High School and Adult Education. Graduating juniors and/or seniors currently enrolled in a Gadsden County High School may enroll in Adult Education credit courses with prior written approval of their home school principal or his/her designee. The adult education program will determine the number of students to be accepted in adult education classes. Such students shall be subject to the rules of the adult education program for their enrollment and progression in that program.

**IMPORTANT CHANGES
FOR ADULT EDUCATION STUDENTS
SCHOOL YEAR BEGINNING AUGUST 22, 2011
DUE TO RECENT LAWS PASSED BY
FLORIDA LEGISLATURE, MAY 2011**

Students must pay tuition for each term enrolled.

Tuition rates are as follows:

Terms	Length of Term	Resident Rate	Non- Resident/ Out-of-State Rate
Term I	Aug 22-Dec 21, 2011	\$45.00	\$120.00
Term II	Jan. 5- May 31, 2012	\$45.00	\$120.00

Students must prove residence in Florida for 12 consecutive months prior to enrollment.

Examples of documentation may include (must provide 2):

- *Florida driver's license or Florida ID card*
- *Florida voter's registration card*
- *Florida vehicle registration*
- *Proof of permanent home in Florida*
- *Proof of homestead exemption in Florida*
- *Transcript from Florida high school for two or more years*
- *Proof of permanent full-time employment in Florida (30+ hours per week for year)*

If residency cannot be established, students may enroll and pay the non-resident rate.

Proof of residency and payment of tuition MUST be completed during orientation and before students are assigned to a class.

Students may withdraw and re-enroll during the same term without paying additional tuition for that term.

ANTI-DISCRIMINATION POLICY

The Gadsden County School District prohibits any form of discrimination or harassment on the basis of race, color, sex, religion, national origin, marital status, age or disability in any of its programs, services or activities.

Thank you for choosing Gadsden Technical Institute. We appreciate your willingness to further your education by taking this first step toward your diploma. Please let us know anytime you need assistance with classroom activities and let us know how we can help you as you seek to gain a realistic balance with your family, work, and community responsibilities.

DRIVER'S LICENSE LAW

F.S. 322.091 states attendance requirements required for obtaining a driver's or learner's license and establishes eligibility requirements for driving privileges, notification of intent to suspend, and hardship waiver and appeal procedures.

In order to be eligible for driving privileges a minor must satisfy one of the following criteria:

1. Be enrolled in a public school, nonpublic school, or home education program and satisfy relevant attendance requirements;
2. Have received a high school diploma, a high school equivalency diploma, a special diploma, or a certificate of high school completion;
3. Be enrolled in a study course in preparation for the General Educational Development test and satisfy attendance requirements;
4. Be enrolled in other educational activities approved by the district School Board and satisfy relevant attendance requirements;
5. Have been issued a certificate of exemption according to section 1003.21, F.S.; or
6. Have received a hardship waiver.

Each public school principal or designee is required to notify the School Board of each minor who accumulates fifteen (15) unexcused absences within ninety (90) calendar days. The superintendent must report the legal name, sex, date of birth, and social security number of each minor who fails to meet attendance requirements to the Department of Highway Safety and Motor Vehicles. F.S. 1003.27(2)(b)

INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES

To be eligible to participate in interscholastic extracurricular activities, a student must maintain the grade point average listed:

Students in Grade 9:

1. To be eligible in the fall semester of 9th Grade, must have been regularly promoted, the previous year, from Grade 8.
2. To be eligible in the spring semester of the 9th Grade year, a student must have a 2.0 GPA on a 4.0 scale.

A student in Grade 10-12:

1. must have a cumulative 2.0 GPA on a 4.0 scale, or:

Each middle school student who participates in extracurricular activities must maintain a minimum 2.0 grade point average (GPA) on a 4.0 scale. Elementary students' initially entering middle school will have their eligibility determined by their GPA for the first grading period.

Interscholastic extracurricular student activities are those organized between or among schools which are carried on outside the curriculum. These activities include displays of talent which may include, but are not limited to, sports; music festivals; and speech, debate, art, drama, foreign language, and club competitions. *s.1006.15, F.S.*

DEFINITIONS

- (1) **Approved Course of Study** – An approved course of study is one that is:
 - a. In a program listed in Chapter 1003, Florida Statutes;
 - b. An educational activity that constitutes a part of the instructional program approved by the School Board;
 - c. Conducted under the supervision of an instructional staff member as defined in Section 6A-1.0501, State Board of Education Rules; and
 - d. Listed in the “Course Code Directory”, which is a document published from time to time by the Florida Department of Education, and which is hereby incorporated as a part of this rule. Copies of the “Course Code Directory” may be obtained from the Superintendent’s office or from the Florida Department of Education, Tallahassee, Florida.
- (2) A **school day** for any group of students is that portion of the day in which school is actually in session and shall comprise not less than 5 net hours, excluding intermissions, for all grades above the third; not less than 4 net hours for the first three grades; and not less than 3 net hours for kindergarten or pre-kindergarten students with disabilities; or the equivalent as calculated on a weekly basis. The net hours specified in the subsection shall consist only of instruction in an approved course of study and shall exclude all non-instructional activities as defined by rules of the State Board of Education. With Board approval, the last three (3) days of the 90-day term, and/or the 180-day term may be designated as final examination days for secondary school students. These final examination days shall consist of no less than 4 net hours, excluding intermissions. The minimum length of the school day herein specified may be decreased under rules which shall be adopted by the state board for double session schools or programs, experimental schools, or schools operating under emergency conditions.
- (3) A **full credit**, for the purpose of requirements for promotion in grades 9-12 or graduation from high school, means:
 - a. A minimum of 135 hours of bona fide instruction in a designated approved course of study which contains student performance standards as provided by Section 1003.436, Florida Statutes, or
 - b. The equivalent of six semester hours of college credit earned through dual enrollment as provided by Section 1007.271, Florida Statutes.

In order to be awarded a full credit, a student must have:

- c. Been in attendance for instruction for at least 135 hours (excluding excused absences pursuant to Section 1003.436, Florida Statutes, for which missed work has been made up) in either the regular class, or in an activity related to the

instructional outcomes of one or more of the classes missed, and made up all class work and homework missed as required by the school where he/she is enrolled, or

- d. Made up all class time and work missed to the satisfaction of the teacher of record in the courses in which he/she is enrolled; and has demonstrated, by performance on tests and other measures required by the school, mastery of the student performance standards in the course of study.

(4) **One-half credit** is defined as one-half of the requirements set forth in #3 above.

R. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 12a

DATE OF SCHOOL BOARD MEETING: March 5, 2013

TITLE OF AGENDA ITEM: Discussion and Request to Advertise the Board's Intent to Amend School Board Rule 8.40 (General Food Service Requirements).

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this item is to request amendment to School Board Rule 8.40 (General Food Service Requirements) and to request approval to advertise the Notice of Intent to Amend a Rule.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Bonnie Wood *BWood*

POSITION: Assistant Superintendent for Business and 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 _____

REVIEWED BY: _____

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO AMEND A POLICY**

DATE OF THIS NOTICE: February 26, 2013

The School Board of Gadsden County, Florida hereby gives notice of its intent to amend Gadsden County School Board Policy Numbered 8.40 (General Food Service Requirements)

PURPOSE AND EFFECT: The purpose and effect of this policy revision is to comply with Florida Administrative Code No. 6A-7.0411.

RULEMAKING AUTHORITY: Subsection 1000.41, and 1000.43, Florida Statutes

LAWS IMPLEMENTED: 1000.40, 1000.42, and 1000.43, 1003.31 Florida Statutes

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to amend Policy 8.40 (General Food Service Requirements) to comply with Florida Administrative Code No. 6A-7.0411.

**A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M.
ON:** Tuesday, March 26, 2013

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

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

NAME OF THE PERSON ORIGINATING THIS RULE:

Rosalyn W. Smith
Deputy Superintendent

NAME OF THE PERSON WHO APPROVED THIS RULE:

Reginald C. James
Superintendent of Schools

DATE OF SUCH APPROVAL: February 26, 2013

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

Reginald C. James, Superintendent of Schools
For Gadsden County, Florida, and Secretary and
Chief Executive Officer of the School Board of
Gadsden County, Florida.

CHAPTER 8.00 - AUXILIARY SERVICES

GENERAL FOOD SERVICE REQUIREMENTS

8.40*+

- (1) The school food service program shall operate according to requirements set forth in Florida Statutes and State Board of Education rules. The school food service program shall include the federally reimbursed lunch program, ala carte food, beverage offerings, and sale of food and beverage items offered by School Food services through vending machines or other methods to students at all school facilities during the school day and may include the federally reimbursed breakfast program.
- (2) The school food service program shall be an integral part of the District's educational program, offering nutritional and educational opportunities to students.
- (3) Foods and beverages available in schools shall be only those which meet the nutritional needs of students and contribute to the development of desirable health habits unless permitted otherwise by State Board of Education rules and approved by the Superintendent.
- (4) The school food service program shall meet the standards for Food Service and Sanitation and Safety as provided by the Florida State Board of Health and Florida State Department of Education.
- (5) School food and nutrition service funds shall not be considered or treated as internal funds of the local school, but shall be a part of the district school funds. School food and nutrition service funds shall be subject to all the requirements applicable to the district fund such as budgeting, accounting, reporting, and purchasing and such additional requirements is set forth in the written procedures manual authorized in this policy.
- (6) USDA commodities shall be acquired, stored, and utilized in accordance with United States Department of Agriculture and related State Board of Education rules.
- (7) The Superintendent or designee shall develop a written procedures manual to govern school food and nutritional services programs.
- (8) Purchases of perishable produce are exempt from formal bid procedures. The Food Service Management Team, under the direction of the Superintendent and the Assistant Superintendent for Business Services, has authority to accept informal quotes from available providers, make purchases, expend budgeted funds and accept perishable produce without School Board Approval of the bid quotes.

CHAPTER 8.00 - AUXILIARY SERVICES

STATUTORY AUTHORITY:

1001.41, 1001.42, F. S.

LAWS IMPLEMENTED:

1001.43, 1006.06, 1006.0605, F. S.

STATE BOARD OF EDUCATION RULE:

6A-7.040; 6A-7.041; 6A-7.042; 6A-7.045

HISTORY:

ADOPTED:
REVISION DATE(S): 9/15/02, 7/15/03, 6/22/04
FORMERLY: 6.401