AGENDA

REGULAR SCHOOL BOARD MEETING

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

August 26, 2025

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

   ITEMS FOR CONSENT

6. REVIEW OF MINUTES – **SEE ATTACHMENT**
   a. July 14, 2025, 5:00 p.m. – School Board Workshop
   b. July 22, 2025, 4:30 p.m. – School Board Financial Workshop
   c. July 22, 2025, 6:00 p.m. - Regular School Board Meeting

   ACTION REQUESTED: The Superintendent recommends approval.
7. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)
   a. Personnel 2024– 2025 – **SEE PAGE #4**

   ACTION REQUESTED: The Superintendent recommends approval.
   b. Personnel 2025 – 2026 – **SEE PAGE #6**

   ACTION REQUESTED: The Superintendent recommends approval.
8. AGREEMENTS/CONTRACT/PROJECT APPLICATIONS
   a. Food Service Contracts – **SEE PAGE #8**

   Fund Source: Food Service Funds
   Amount: $50,305 ($15,750 recurring)

   ACTION REQUESTED: The Superintendent recommends approval.

b. Memorandum of Understanding between Healing Hearts Music Therapy and the School Board of Gadsden County – **SEE PAGE #19**

Fund Source: IDEA Grant
Amount: $20,000 (not to exceed)

ACTION REQUESTED: The Superintendent recommends approval.

c. Contractual Agreement for Inter-County Transfer of Exceptional Students and the School Board of Gadsden County - **SEE PAGE #25**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

d. Memorandum of Understanding between Panhandle Therapy Center (PTC) of Florida, Inc. and the School Board of Gadsden County - **SEE PAGE #32**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

e. Contracted Services with Aubrey's Heart Therapy Services and the School Board of Gadsden County – **SEE PAGE #40**

Fund Source: FEFP Dollars
Amount: $60.00 per hour (for actual hours worked) Speech Language Pathologist
$40.00 per hour (for actual hours worked) Speech Language Pathologist Assistant

ACTION REQUESTED: The Superintendent recommends approval.

f. Agreement between The Stepping Stones Group and the Gadsden County School Board **SEE PAGE #54**

Fund Source: FEFP Dollars
Amount: $60.00 per hour

ACTION REQUESTED: The Superintendent recommends approval.

g. Memorandum of Understanding between PanCare of Florida, Inc. and the School Board of Gadsden County - **SEE PAGE #72**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

h. Gadsden Mental Health Application; Mental Health Assistance Allocation Plan - **SEE PAGE #85**

Fund Source: N/A
Amount: N/A.

ACTION REQUESTED: The Superintendent recommends approval.

i. East Coast Technical Assistance Center (ECTAC) Agreement - **SEE PAGE #104**

Fund Source: Title II, Part A
Amount: $4,840.00

ACTION REQUESTED: The Superintendent recommends approval.

j. Unified School Improvement Grant (UniSig) 2025 – 2026 – **SEE PAGE #116**

Fund Source: UniSig
Amount: $344,450.00

ACTION REQUESTED: The Superintendent recommends approval.

k. TOP-1 GCSD – **SEE PAGE #133**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

l. Head Start 2025 – 2026 Non-Competitive Grant Application – **SEE PAGE #142**

Fund Source: Head Start
Amount: $2,674,819.00

ACTION REQUESTED: The Superintendent recommends approval.

9. SCHOOL FACILITY/PROPERTY

a. Purchase Order Request for Portable AC Units – **SEE PAGE #172**

Fund Source: General / Insurance
Amount: $32,944.48

ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ITEMS

a. 2025 – 2026 SY Uniform Assessment Schedule – **SEE PAGE #175**

Fund Source: N/A
Amount: N/A

ACTION REQUETED: The Superintendent recommends approval.

b. District Comprehensive Evidence-Based Reading Plan – **SEE PAGE #188**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

c. 2025 – 2026 Student Progression Plan – **SEE PAGE #239**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

<u>ITEMS FOR DISCUSSION</u>

11. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

12. SCHOOL BOARD REQUESTS AND CONCERNS

13. ADJOURNMENT

# THE GADSDEN COUNTY SCHOOL DISTRICT

Educating Every Student Today, Making Gadsden Stronger Tomorrow

## Elijah Key, Superintendent of Schools

35 Martin Luther King, Jr. Blvd Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.GadsdenSchools.org


August 26, 2025

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

Dear School Board Members:

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

**Item 7A Instructional and Non-Instructional Personnel 2024-2025**
**Item 7B Instructional and Non-Instructional Personnel 2025-2026**

The following reflects the total number of full-time employees in this school district for the 2025-2026 school term, as of August 26, 2025.

| Description Per DOE Classification | DOE Object# | #Employees August 2025 |
|---|---|---|
| Classroom Teachers and Other Certified | 120 & 130 | 280.00 |
| Administrators | 110 | 58.00 |
| Non-Instructional | 150, 160, & 170 | 349.00 |
| | | 687.00 |
| Part Time Instructional | | 2.00 |
| Part Time Non-Instructional | | 4.00 |
| Total | | 6.00 |
| 100% Grant Funded | | 172.00 |
| Split Grant Funded | | 22.00 |
| **Total Grant Funded of 687 Employees** | | 194.00 |

Sincerely,

Elijah Key, Jr.
Superintendent of Schools


| Cathy S. Johnson | Steve Scott | Leroy McMillan. | Charlie D. Frost | Stacey Hannigon |
|---|---|---|---|---|
| DISTRICT NO. 1 | DISTRICT NO. 2 | DISTRICT NO. 3 | DISTRICT NO. 4 | DISTRICT NO. 5 |
| Havana, FL 32333 | Quincy, FL 32351 | Chattahoochee, FL 323324 | Gretna, FL 32332 | Quincy, FL 32351 |
| Midway, FL 32343 | Havana, FL 32333 | Greensboro, FL 32330 | Quincy, FL 32352 | Midway, FL 32343 |

**AGENDA ITEM 7A INSTRUCTIONAL AND NON-INSTRUCTIONAL 2024/2025**

**INSTRUCTIONAL**

| Name | Location | Position | Effective Date |
|---|---|---|---|

**NON INSTRUCTIONAL**

| Name | Location | Position | Effective Date |
|---|---|---|---|

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

**LEAVE**

| Name | Location/Position | Beginning Date | End Date |
|---|---|---|---|

**RESIGNATION**

| Name | Location | Position | Effective Date |
|---|---|---|---|
| Campbell, Justa* | Maintenance | Groundskeeper | 06/30/2025 |
| Harris, Ahja | GCHS | Teacher | 06/30/2025 |
| Kraft, Suzanne | Trinity Catholic | PT Teacher | 06/12/2025 |
| Mercer, Shinita* | Headstart/PreK | PreK Program Assistant | 06/30/2025 |
| Randolph, Jalia | GCHS | School Counselor | 06/30/2025 |
| Stephenson, Ciara | GCHS | Teacher | 06/03/2025 |
| Talbott-Newhall, Sharon | Capital Preparatory Academy | PT Teacher | 05/23/2025 |

*Resigned to accept another position within the District

| TRANSFERS<br>Name | Location/Position<br>Transferring From | Location/Position<br>Transferring To | Effective Date |
|---|---|---|---|

**DROP RETIREMENT**

| Name | Location | Position | Effective Date |
|---|---|---|---|

**RETIREMENT**

| Name | Location | Position | Effective Date |
|---|---|---|---|

**TERMINATION**

| Name | Location | Position | Effective Date |
|---|---|---|---|

**AGENDA ITEM 7B INSTRUCTIONAL AND NON-INSTRUCTIONAL 2025/2026**

**INSTRUCTIONAL REAPPOINTMENT- ANNUAL (AC)**
Vickers, Annette

**INSTRUCTIONAL**

| Name | Location | Position | Effective Date |
|---|---|---|---|
| Amos, Christian | GCHS | Teacher | 08/01/2025 |
| Bartley, Tannia | HMS | Teacher | 08/01/2025 |
| Beltran, Vivian | GCHS | Math Coach | 08/01/2025 |
| Black, Kacyn | GWM | Teacher | 08/01/2025 |
| Boykin, Kathryn | RFM | Teacher | 08/01/2025 |
| Canidate, Jacquelin | CPA | Teacher | 08/05/2025 |
| Character Brown, Makeitha | HMS | Teacher | 08/01/2025 |
| Craig, Kimeka | GCHS | Teacher | 08/01/2025 |
| Dabady, Jean | GCA | Teacher | 08/12/2025 |
| Dantley, Rechelle | HMS | Teacher | 08/01/2025 |
| Davis, Eula | HLC | PT Teacher | 08/04/2025 |
| Dawson, Lydia | GBES | Teacher | 08/01/2025 |
| Dixon, Kadeen | SSES | Teacher | 08/01/2025 |
| Faxon-Burnett, Beverly | GCHS | Teacher on Special Assignment | 08/01/2025 |
| Garbutt, Julie | GCHS | School Counselor | 08/01/2025 |
| Gibbs, April | GCHS | Teacher | 08/01/2025 |
| Gray, Verona | SSES | Teacher | 08/01/2025 |
| Hobbs, Charles | GCHS | Teacher | 08/01/2025 |
| Jones, Brittany | SSES | Teacher | 08/01/2025 |
| Kudumula, Anuradha | SSES | Teacher | 08/01/2025 |
| Kyeiwaa, Lydia | WGMS | Teacher | 08/01/2025 |
| Martin Dorairaj, Shirley C. | HMS | Teacher | 08/01/2025 |
| Peterson, Jordan | GCHS | Teacher | 08/01/2025 |
| Poole, Amber | GWM | Media Specialist | 08/04/2025 |
| Poppleton, Jessica | HMS | Teacher | 08/01/2025 |
| Robinson, Khalik | GCHS | Teacher | 08/01/2025 |
| Rogers, Chandice | GCHS | Teacher | 08/01/2025 |
| Ramos, Ritchel | GWM | Teacher | 08/01/2025 |
| Segura Sanchez, Noemy | HMS | Teacher | 08/01/2025 |
| Sellers, Susan | GBES | Teacher | 08/01/2025 |
| Scott, Franklin | GTC | PT Instructor | 09/02/2025 |
| Talluri, Sabitha | HMS | Teacher | 08/11/2025 |
| Walters, Shenaka | GCHS | Teacher | 08/01/2025 |
| Watson, Kadian | GWM | Teacher | 08/01/2025 |
| Williams, Sandra | CPA | Teacher | 08/01/2025 |

**NON INSTRUCTIONAL**

| Name | Location | Position | Effective Date |
|---|---|---|---|
| Allen, Mitchell | District/Media and Tech. | Computer Technician | 07/28/2025 |
| Alvarez, Michele | SSES | Educational Paraprofessional | 08/01/2025 |
| Anderson, Pamela | GEMS | Principal | 07/28/2025 |
| Bouie, Lester | Maintenance | Maintenance Worker | 08/01/2025 |
| Campbell, Justa | Maintenance | Head Groundskeeper | 07/01/2025 |
| Granger, Susan | GBES | Custodial Assistant | 07/15/2025 |
| Hall, Willie | GBES | Custodial Assistant | 07/14/2025 |
| Harper, Juan | District/Safety and Security | School Safety Guardian | 08/11/2025 |
| Henderson, Angela | JASMS | ESE Self-Help Assistant | 08/01/2025 |
| Herring, Jakerrius | Transportation | Bus Driver | 08/07/2025 |
| Jackson, Travis | GCHS | Custodial Assistant | 08/11/2025 |
| Mercer, Shinita | Maintenance | Executive Secretary | 07/16/2025 |
| Murphy, Chelsea | District/Professional Learning | Coordinator | 08/01/2025 |
| Pamplona, Rey | GWM | School Food Service Worker | 08/07/2025 |
| Shaw, Patricia | GCA | ESE Self Help Assistant | 08/08/2025 |
| Sheffield, Mildred | GTC | Job Development Counselor | 08/05/2025 |
| Vann, Yolanda | HMS | Educational Paraprofessional | 08/01/2025 |
| Walker, Valery | CPA | Educational Paraprofessional | 08/01/2025 |
| Wright, Shala | GWM | Educational Paraprofessional | 08/01/2025 |

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

**LEAVE**

| Name | Location/Position | Beginning Date | End Date |
|---|---|---|---|
| Washington, Angela | HMS/Teacher | 08/01/2025 | 10/27/2025 |

**RESIGNATION**

| Name | Location | Position | Effective Date |
|---|---|---|---|
| Allen, Mitchell* | GBES | Educational Paraprofessional | 07/17/2025 |
| Goethe, Alton | HMS | Custodial Assistant | 07/09/2025 |
| Holmes, Loietta | District/Academic Services | Director of Secondary Education | 08/19/2025 |
| Hughes-Leeks, Tamika | District/FACE | Coordinator | 08/05/2025 |
| Jackson, Kadijah | GCHS | Media Specialist | 07/24/2025 |
| James, Ronterrius | GCHS | Educational Paraprofessional | 08/11/2025 |
| Joiner, Athanasia | GCHS | Teacher | 07/30/2025 |
| McNealy, Deandrea | District/Safety and Security | School Safety Guardian | 07/16/2025 |
| Murphy, Chelsea* | District/Professional Learning | Program Specialist | 07/31/2025 |
| Paul, Charleston | Transportation | Bus Driver | 08/06/2025 |
| Scott, Keshia | GWM | School Food Service Worker | 07/31/2025 |
| Thomas, Randolph | GBES | School Food Service Worker | 07/23/2025 |
| Weeks, Kameelah | District/Professional Learning | Director of Professional Learning | 08/15/2025 |
| Williams, Dwight | CPA | Teacher | 07/31/2025 |
| Yzaguirre, Yessenia | GWM | Educational Paraprofessional | 08/15/2025 |

*Resigned to accept another position within the District

**TRANSFERS**

| Name | Location/Position Transferring From | Location/Position Transferring To | Effective Date |
|---|---|---|---|
| Battles, Barry | CPA/SFS Worker | HMS/SFS Worker | 08/11/2025 |
| Brown-Byrd, Kendi | SSES/Ed Paraprofessional | HMS/Ed Paraprofessional | 08/01/2025 |
| Chapman-Thomas, Tylisa | CES/Teacher | GWM/Teacher | 08/01/2025 |
| Evans, Lee | GCHS/Teacher | CPA/Teacher | 08/11/2025 |
| Franklin, Onyx | WGMS/Teacher | GCHS/Teacher | 08/01/2025 |
| Ivory, Dwayne | WGMS/Teacher | SSES/Teacher | 08/01/2025 |
| James, Felicia | CPA/Secretary | GCHS/Secretary | 08/01/2025 |
| Spells, Jordan | GCHS/Teacher | JASMS/School Counselor | 08/01/2025 |
| White, Diane | CES/Teacher | JASMS/Teacher | 08/01/2025 |
| Wiggins, Mellany | WGMS/Reading Coach | CES/Teacher | 08/01/2025 |
| Wymes, Daryl | WGMS/Teacher | GCHS/Teacher | 08/01/2025 |

**DROP RETIREMENT**

| Name | Location | Position | Effective Date |
|---|---|---|---|

**RETIREMENT**

| Name | Location | Position | Effective Date |
|---|---|---|---|
| Coster, Earnestine | GWM | School Food Service Worker | 08/31/2025 |

**OUT OF FIELD**

| Name | Location | Area Out of Field | Effective Date |
|---|---|---|---|
| Beltran, Vivian | GCHS | Mathematics | All Periods |
| Garbutt, Julie | GCHS | School Counseling | All Periods |
| Kyeiwaa, Lydia | WGMS | Reading Endorsement | All Periods |
| Poole, Amber | GWM | Media Specialist | All Periods |
| Rogers, Chandice | GCHS | Reading Endorsement | All Periods |

**SUBSTITUTES**

| Teacher | Custodian |
|---|---|
| Brown, James | Goethe, Alton |
| Chisolm, Terrance | Robinson, Kevin |
| Forrest, Alexis | Sailor, Marie |
| Holt, Jessica | |

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO:** 8a

**DATE OF SCHOOL BOARD MEETING:** 8/26/2025

**TITLE OF AGENDA ITEM:** Food Service Contracts

**DIVISION:** Business & Finance, Food Service

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

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

The attached contracts are for the Food Service Department.

- Badgepass - $35,263 for five printers each with an upgrade kit for dual-sided printing and magnetic stripe including the recurring hardware support agreement ($3,750) for the printers, ink, badge holders, breakaway lanyards, printer cleaning kits, and the badge cards.
- Heartland School Solutions - $15,042 for the back of house software for food service management (recipes, menus, inventory, etc.), including the recurring cost of $12,000 for the support, subscription, and warranty.

**FUND SOURCE:** **Food Service Funds**

**AMOUNT:** **$50,305 ($15,750 recurring)**

**PREPARED BY:** **Marleni Bruner** MB

**POSITION:** **Director of Finance**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

BADGEPASS

# Quote

**BadgePass, Inc.**
280 Trace Colony Park Dr
Ridgeland, MS 39157
United States

T: 601.499.2131

| | |
|---|---|
| **Quote #** | **EST9649** |
| **Date** | **5/28/2025** |
| **Expires** | **7/15/2025** |
| **Contact** | **Todd Pierce** |

**Bill To**
Eric Rodriguez
Gadsden County Schools
35 Martin Luther King Jr.
Quincy FL 32351

**Ship To**
Eric Rodriguez
Gadsden County Schools
35 Martin Luther King Jr.
Quincy FL 32351

## NXTElite and Supplies

| Item | Description | Unit | Quantity | Price | Total |
|---|---|---|---|---|---|
| BIM007001 | BadgePass NXTElite Badge Printer | Each | 5 | $2,753.00 | $13,765.00 |
| BIM007003 | BadgePass NXTElite Dual Side (Upgrade Kit) | Each | 5 | $513.00 | $2,565.00 |
| BIM005001 | BadgePass NXTElite Mag Stripe (Upgrade Kit) | Each | 5 | $790.00 | $3,950.00 |
| HSA | Hardware Support Agreement | Each | 5 | $750.00 | $3,750.00 |

| | |
|---|---|
| Subtotal | $24,030.00 |
| Discount | $0.00 |
| Shipping | $0.00 |
| Tax | $0.00 |
| **Total Up-front** | **$24,030.00 USD** |

ACCEPT QUOTE

**Terms and Conditions**

The equipment and software listed will be ordered after receiving the Purchase Order and Initial Deposit.

A 50% deposit is required upon receipt of order for all security and access control projects before any hardware is ordered and/or installation is scheduled. By electronically accepting this quote, submitting a Purchase Order, or submitting a signed quote to authorize purchase, customer agrees to terms and conditions and any project details outlined in scope of work.

Hardware will be invoiced upon delivery or allocation, depending on customer preference. Any hardware delivered prior to installation will be signed off on by customer to confirm receipt. Should installation take place in multiple phases, BadgePass reserves the right to invoice as portions of the project are completed.

Customer agrees to provide server and/or client workstation machines that meet recommended system specifications. If hardware does not meet system requirements, additional installation charges may apply.

Payment is due Net 30, subject to credit approval. No returns after 30 days and restocking fees of 25% may apply.

BADGEPASS

# Quote

**BadgePass, Inc.**
280 Trace Colony Park Dr
Ridgeland, MS 39157
United States

T: 601.499.2131

| | |
|---|---|
| **Quote #** | **EST10004** |
| **Date** | **5/28/2025** |
| **Expires** | **7/15/2025** |
| **Contact** | **Todd Pierce** |

**Bill To**
Eric Rodriguez
Gadsden County Schools
35 Martin Luther King Jr.
Quincy FL 32351

**Ship To**
Eric Rodriguez
Gadsden County Schools
35 Martin Luther King Jr.
Quincy FL 32351

## NXTElite Supples

| Item | Description | Unit | Quantity | Price | Total |
|---|---|---|---|---|---|
| BIM007010 | BadgePass NXTElite YMCKO Print Ribbon (300 Prints) | Each | 24 | $134.00 | $3,216.00 |
| BIM005020 | BadgePass Printer Cleaning Kit (5 adhesive Cleaning Cards, 5 Alcohol Cleaning Swabs) | Each | 5 | $41.00 | $205.00 |
| BIM053001 | Clear Vinyl Horizontal Badge Holder with Slot and Chain Holes, 3.3" x 2.5" | Box of 100 | 70 | $47.00 | $3,290.00 |
| BIM031001 | BadgePass PVC Cards | Box of 500 | 14 | $48.00 | $672.00 |
| BIM052001 | BadgePass Flat 3/8" Breakaway Lanyard w/ Plastic Hook (Black) (Bag of 100) | Bag of 100 | 70 | $55.00 | $3,850.00 |

| | |
|---|---|
| Subtotal | $11,233.00 |
| Discount | $0.00 |
| Shipping | $0.00 |
| Tax | $0.00 |
| **Total Up-front** | **$11,233.00 USD** |

ACCEPT QUOTE

**Terms and Conditions**

By electronically accepting this quote, submitting a Purchase Order, or submitting a signed quote to authorize purchase, customer agrees to terms and conditions and any project details outlined in scope of work.

Payment is due Net 30, subject to credit approval. No returns after 30 days and restocking fees of 25% may apply.

BADGEPASS®

# BadgePass Best-Selling ID Accessories

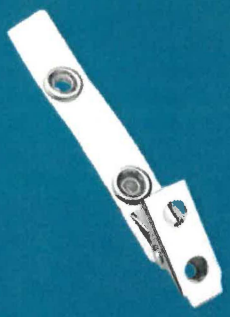
**In stock and ready to ship*



| BREAKAWAY LANYARD | |
|---|---|
| QUANTITY: | Bag of 100 |
| PRICE: | $55.00 |
| SKU: BIM052001 | |

Our black breakaway lanyard is a durable and adjustable accessory designed to securely hold and display your ID badge and the breakaway clasp ensures cardholder's safety which detaches when pressure is applied.

| BADGE CLIPS | |
|---|---|
| QUANTITY: | Bag of 100 |
| PRICE: | $24.00 |
| SKU: BIM051001 | |



Our badge clip is a practical accessory for securely attaching your ID badge to an article of clothing. With its sturdy clip, it provides a reliable and convenient way to display your ID.



| PREMIUM BADGE REEL | |
|---|---|
| QUANTITY: | Box of 50 |
| PRICE: | $87.00 |
| SKU: BIM054004 | |

Our premium carabiner badge reel features a carabiner clip that is easily attached to a belt loop and with its retractable cord it offers flexibility and convenience while keeping identification visible and secure.

| STANDARD BADGE REEL | |
|---|---|
| QUANTITY: | Box of 50 |
| PRICE: | $66.00 |
| SKU: BIM054005 | |



Our standard badge reel includes a belt clip and reinforced vinyl strap offering an affordable price to display your photo IDs.

## Also Available:

**Lead times may vary*

**Technology Cards**

Including proximity cards, smart cards, and magnetic stripe cards. Various technologies available such as: MIFARE, DesFIRE, DesFIRE EV1, EV2 and EV3, SEOs, iClass, and more!

HID ALLEGION IDENTIV

**BadgePass PVC Cards**



**Badge Holders**



**Printer Ribbons**



Heartland

# Heartland School Solutions Quote

| | | |
|---|---|---|
| Account: | Gadsden County School District | Heartland School Solutions |
| HSS ID: | 4237336-003611 | 765 Jefferson Road Suite #400 |
| Date: | 7/25/2025 | Rochester, NY 14623 |
| Contact: | Laclarence Mays | Phone: (800) 724-9853 x83489 |
| Sales Rep: | Mike Walker | Email: michael.walkerjr@e-hps.com |

**First Year Costs Summary**

For detailed listing of the items contained within the grand total below, please review the detail starting on page 2.

**Software as a Service Total - $12,000.00**

**Professional Services Total - $3,042.00**

**Total : $15,042.00**

**Grand Total : $15,042.00**

**Annual Subscription Costs (year 2 and beyond)**

The effective start date of your Subscription begins on the first day of delivery of service which will be considered the anniversary date for the subsequent year. Annual Subscription includes all subscription enhancements and technical phone support to customers who are in good financial standing with Heartland School Solutions.

**Support, Subscription, Warranty Total: $12,000.00**

Heartland

Heartland School Solutions
765 Jefferson Road Suite #400
Rochester, NY 14623
Phone: (800) 724-9853 x83489
Email: michael.walkerjr@e-hps.com

Account: Gadsden County School District
HSS ID: 4237336-003611
Date: 7/25/2025
Contact: Laclarence Mays
Sales Rep: Mike Walker
Quote: Q-16639

**Valid for 30 days from the date of this quote. It is provided for informational and/or budgetary purposes only.**

| Product Code | SAAS Products | Quantity | Price | Total |
|---|---|---|---|---|
| HSS1016C | SAAS: Mosaic Multi Site Back of the House Enterprise | 10 | $ 1,200.00 | $ 12,000.00 |
| HSS1019 | SAAS: Discount Mosaic Cloud Back of the House | 10 | $ (250.00) | $ (2,500.00) |
| HSS1016F | SAAS: Mosaic Cloud AI Back of House | 10 | $ 250.00 | $ 2,500.00 |
| | | | SAAS Total | $12,000.00 |

| Product Code | Professional Services | Quantity | Price | Total |
|---|---|---|---|---|
| HSS1360 | PSV: Mosaic Menu Planning - Program Introduction and Setup Online | 1 | $ 499.00 | $ 499.00 |
| HSS1362 | PSV: Mosaic Menu Planning - Menu Planning Training Online | 1 | $ 499.00 | $ 499.00 |
| HSS1361 | PSV: Mosaic Menu Planning - Ingredients and Recipes Training Online | 1 | $ 499.00 | $ 499.00 |
| HSS1363 | PSV: Mosaic Menu Planning - Production Training Online | 1 | $ 499.00 | $ 499.00 |
| HSS1331 | PSV: Mosaic O&I Getting Started Training Online | 1 | $ 799.00 | $ 799.00 |
| HSS1333 | PSV: Mosaic O&I Ordering and Transactions Training Online | 1 | $ 799.00 | $ 799.00 |
| HSS1364 | PSV: Mosaic Warehouse Remote Training | 1 | $ 499.00 | $ 499.00 |
| HSS1431G | PSV: Discount Mosaic BOH Online Classes | 5 | $ (250.00) | $ (1,250.00) |
| HSS1345 | PSV: BOH Remote Training Daily | 1 | $ 1,299.00 | $ 1,299.00 |
| HSS1431A | PSV: Discount BOH Remote | 1 | $ (300.00) | $ (300.00) |
| HSS1431G | PSV: Discount Mosaic BOH Online Classes | 2 | $ (400.00) | $ (800.00) |
| | | | Professional Services Total | $3,042.00 |
| | | | **Total:** | **$15,042.00** |
| | | | **Grand Total:** | **$15,042.00** |

Annual Subscription
The effective start date of your Subscription begins on the first day of delivery of service which will be considered the anniversary date for the subsequent year. Annual Subscription includes all subscription enhancements and technical phone support to customers who are in good financial standing with Heartland School Solutions.

| Product Code | Subscription Products | Quantity | Price | Total |
|---|---|---|---|---|
| HSS1081C | SUB: Mosaic Multi Site Back of the House Enterprise | 10 | $ 1,200.00 | $ 12,000.00 |
| HSS1084 | SUB: Discount Mosaic Cloud Back of the House | 10 | $ (250.00) | $ (2,500.00) |

| Product Code | Subscription Products | Quantity | Price | Total |
|---|---|---|---|---|
| HSS1081E | SUB: Mosaic Cloud AI Back of House | 10 | $ 250.00 | $ 2,500.00 |
| | | Subscription Total | | $12,000.00 |

**Support, Subscription, Warranty Total:** **$12,000.00**

**Agreement between said Account and Heartland School Solutions**

1. Upon agreement to proceed, Heartland School Solutions requests said Account provide an original Purchase Order and signed proposal for the purchase of the products and/or services described in this proposal.
2. The Purchase Order must include both a Bill to and Ship to address. When a valid Purchase Order is provided, there is no requirement to fill out the Address and Contact information below.
3. In lieu of a Purchase Order, this signed document may serve as the confirmation that said Account has committed the necessary funds for the purchase of the products and/or services described in this proposal.
4. In lieu of a Purchase Order, Address and Contact information must be provided below.
5. When applicable, provide a current Tax Exempt Certificate for our files, otherwise sales tax will be included on your invoice.
6. When applicable, implementation dates will be confirmed by the Heartland School Solutions Implementation Coordinator.
7. When applicable, travel expenses (air, lodging, rental car, meals, mileage, other related charges) incurred while conducting onsite services will be included on your invoice.
8. Annual Subscription: The effective start date of your Annual Subscription begins on the first day of service upon the completion of your project implementation.
9. Unless otherwise indicated, the ongoing Annual Subscription fee will be invoiced to said Account that signed this agreement.***
10. Your signature on this proposal confirms you understand the agreement.

**This Proposal is subject to written acceptance by an authorized Purchaser and Heartland School Solutions. By signing this proposal you are agreeing to the terms and conditions set forth in this Proposal and the agreement(s) included with this Proposal or attached hereto and made a part hereof.**

**Signature** _____ **Date** _____

**Print Name** _____ **Title** _____

*** Annual Subscription: If Annual Subscription fee is invoiced to an Account other than said Account that signed this Agreement, list the Account here.

Account Name_____

Billing Contact_____

Email _____

**If no valid Purchase Order is provided, the following Account Address and Contact Information are Required.**

**Bill to Account Address and Contact Information**

**Name** _____

**Phone** _____

**Email** _____

**Address** _____

**City** _____

**State** _____

**Zip Code** _____
**If possible please include +4 digits**

**Ship to Account Address and Contact Information (Ship to Address must not be a PO Box)**

**Name** _____

**Phone** _____

**Email** _____

**Address** _____

**City** _____

**State** _____

**Zip Code** _____
**If possible please include +4 digits**

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8b

**DATE OF SCHOOL BOARD MEETING:** August 26, 2025

**TITLE OF AGENDA ITEM:**
Memorandum of Understanding between Healing Hearts Music Therapy and the School Board of Gadsden County.

**DIVISION:**
Exceptional Student Education

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

**PURPOSE AND SUMMARY OF ITEM:**
This contract provides Music Therapy for students with moderate to severe disabilities at Stewart Street Elementary, Gadsden County High School, Shanks Middle School, George W. Munroe Elementary and Gadsden Century Academy.

**FUND SOURCE:** IDEA Grant

**AMOUNT:** $20, 000 (not to exceed) KB

**PREPARED BY:** Kesandra Brown

**POSITION:** Director of Exceptional Student Education and Student Services

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 6

CHAIRMAN'S SIGNATURE: page(s) numbered 4, 6

SCHOOL BOARD ATTORNEY: page(s) numbered _____

**This form is to be duplicated on light blue paper.**

REVIEWED BY: _____

MEMORANDUM OF UNDERSTANDING

To: GADSDEN COUNTY SCHOOL SYSTEM

From: HEALING HEARTS MUSIC THERAPY LLC

Date: May 2025

Re: MUSIC THERAPY SERVICES

---

This Memorandum of Understanding (hereinafter "MOU") is made and entered into by and between GADSDEN COUNTY SCHOOL SYSTEM, whose address is 35 Martin Luther King Blvd, Quincy, FL 32351 and HEALING HEARTS MUSIC THERAPY (hereinafter "HEALING HEARTS"), whose address is 1862 Newman Lane, Tallahassee, FL 32312.

A. **Purpose.** The purpose of this MOU is to establish the salient terms and conditions under which HEALING HEARTS will operate and function. HEALING HEARTS is a music therapy practice that provides music therapy services to various facilities in Florida and Georgia.

B. **Term.** This MOU is made and entered into upon the day and date signed and executed by the duly authorized representative of GADSDEN COUNTY SCHOOL SYSTEM and HEALING HEARTS and shall remain in full force and effect until June day 31st . 2026 . This MOU may be terminated, without cause, by either party upon 30 days written notice, which notice shall be delivered by hand or certified mail to the address listed above. In case of termination all costs and fees due to HEALING HEARTS under this MOU shall paid on the date of such notice.

C. **Services.** During the term (as specified in Section B) HEALING HEARTS shall provide music therapy services to students who have been identified as appropriate candidates for services. HEALING HEARTS will provide a licensed Board-Certified Music Therapist (MT-BC) and/or Music Therapy Intern (MTI) to perform consultative, direct, and indirect music therapy services to the identified student(s). Music Therapy sessions will be designed by the MT-BC/MTI, according to the student or groups referred and assessed needs, taking into account consultation and recommendations of teachers and staff. MT-BC/MTI will create music therapy sessions for identified classrooms (programmatic services) and for individuals (direct services). Session plans may include objectives obtained from IEPs, performance-based outcomes, and curriculum. Documentation will be taken for each music therapy session. Feedback, in the form of a written report and/or verbally, will be provided to teachers and staff at the school or district level at the end of the quarter, year, or semester (by request) for progress monitoring of students. All services will be provided in the appropriate school environment according to each student's Individual Education Plan (IEP).

**2024-2025 Service Plan**

Healing Hearts will be contracted for 10.5 hours per week to provide services to students of the Gadsden County School District (See Appendix A- Allocation of Services/Time). The first two weeks of school, MT-BCs will conduct music therapy assessments, observations, and teacher meetings for music therapy groups. MT periodic reassessment, such as seeking out IEP plans and/or functional goals to identify music therapy goals and observation of students in the natural school setting, will also be included within work time, when necessary to perform such tasks. When implementing services, each group/class of music therapy will be broken down into an average ratio of 1 hour of direct student contact to 15 minutes of preparation and documentation time (See Exhibit A-Allocation of Services/Time). Healing Hearts must turn in sign-in sheets (with signatures of a school representative and the music therapist facilitating services) and an invoice in order to receive payment, with the exception of the following provisions:

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

Up to 10.5 hours at the beginning of the school year and 10.5 hours at the start of the 3rd nine weeks will be allotted Healing Hearts to bill while doing work remotely. The purpose of these days is to produce initial/beginning of the year treatment plans and to produce middle of the year documentation, respectively. Any request for formal mid-year documentation will also be billed for an additional 6 hours. Proof of this provision will be the document. This work will also be reflected on the invoice.

Payments received will not exceed $20000 for the 2025-2026 school year.

**D. Payment.** The fee schedule for services provided is attached hereto as Exhibit B

E. **Cancellation Policy:** HEALING HEARTS will not bill GADSDEN COUNTY SCHOOL SYSTEM for emergency cancellation of services by the MT-BC. Additionally, HEALING HEARTS requires a 24-hour notice for cancellation of sessions (ie. field trips/school events etc.) or GADSDEN COUNTY SCHOOL SYSTEM will be billed for a full session. If the MT-BC arrives for the scheduled session ready to provide services and students/groups are unavailable for the scheduled session or cancels, HEALING HEARTS reserves the right to bill the scheduled session in full. Additionally, HEALING HEARTS reserves the right to reschedule sessions that may have been cancelled resulting from school closure, holiday, testing, illness, or inclement weather, etc. HHMT will schedule a make-up day within the same service week so that classes are not receiving services 2x a week.

F. **Billing.** All billing will be on a calendar month basis. HEALING HEARTS will submit an itemized statement of services provided during the month on the 1st day of each month for services rendered the prior month. The itemized bill will include dates of services, services rendered, and balance due.

G. **Insurance.** HEALING HEARTS will provide GADSDEN COUNTY SCHOOL SYSTEM with the MT-BC's certification number, state licensure credentials, and proof of liability insurance. If requested by HEALING HEARTS, shall likewise provide proof of liability insurance to HEALING HEARTS, including but not limited to premises liability insurance sufficient to cover business invitees on the premises of GADSDEN COUNTY SCHOOL SYSTEM.

H. **Administrative.** No parts of this MOU will be construed to alter the legal rights and remedies available to each party otherwise.

I. **Obligations.** GADSDEN COUNTY SCHOOL SYSTEM will provide necessary and reasonable space on-site to facilitate performance of any and all services under this MOU. HEALING HEARTS will bear its own costs in the performance of its services not listed in Exhibit A.

J. **Applicable Law**. The construction, interpretation and enforcement of this MOU shall be governed by the laws of the State of Florida. The courts of the State of Florida shall have jurisdiction over any action arising out of this MOU and over the parties, and venue shall lie in Leon County, Florida.

**K. Entirety of Agreement.** This MOU represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations and agreements, whether written or oral. This agreement cannot be amended or modified, except in writing signed by authorized representatives of HEALING HEARTS and GADSDEN COUNTY SCHOOL SYSTEM.

L. **Severability.** Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect, and either party may renegotiate the terms affected by the severance.

M. **Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of a third party beneficiary, and this MOU shall not be construed so as to create such status. The rights, duties and obligations contained in this MOU shall operate only between the parties to this MOU, and shall inure solely to the benefit of the Parties to this MOU. The provisions of this MOU are intended only to assist the Parties in determining and performing their obligations under this MOU. The parties to this MOU intend and expressly agree that only parties signatory to this MOU shall have any legal or equitable right to seek enforcement of this MOU, to seek any remedy arising

## EXHIBIT A

**Allocation of Services/Time**

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

1.5 hour at Gadsden High with S/P class (including documentation)
2.5 hours at George Munroe with 2 preschool/2 CBI classrooms (includes documentation)
2.5 hours at Stewart Street with 3 CBI classes (includes documentation)
1.5 hours at Shanks with 2 CBI classes (includes documentation)
1.5 hours at Gadsden Central with an elementary class (includes documentation)
1 hour of travel and transitions

## EXHIBIT B
## SCHEDULE OF FEES

| Service Rendered | Costs |
|---|---|
| 60 Minute Session-<br>(includes Documentation and Group Music Therapy) | $60.00 |
| Written Mid Year Evaluation (minimum 9.5 hours) as requested | $60.00/hour |
| | |
| | |
| | |

**This agreement shall take effect upon receipt of signatures and may be terminated or revised at the request of either party.**

**Chairman of the Gadsden County School District Board**

Name: Leroy McMillan

Title: Chairperson

Signature: _____

Date: _____

**Superintendent of the Gadsden County School District**

Name: Elijah Key Jr.

Title: Superintendent

Signature: _____

Date: _____

**Healing Hearts Musc Therapy, LLC**

Name: Stephany Herndon

Title: Owner

Signature: _____

Date: _____

**SUMMARY SHEET**

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8c

**DATE OF SCHOOL BOARD MEETING:** August 26, 2025

**TITLE OF AGENDA ITEM:**
Contractual Agreement for Inter-County Transfer of Exceptional Students and the School Board of Gadsden County

**DIVISION:**
Exceptional Student Education

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

**PURPOSE AND SUMMARY OF ITEM:**

This Contractual Agreement for Inter-County Transfer of Exceptional Students by the School Board of Leon County and the School Board Gadsden County. The School Board of Leon County provides and operates special programs for properly identified special education students from Gadsden County. The special program contract is for Hearing Impaired, and other students specifically identified by individual contract. Students are placed at the following school site: Lincoln High School

**FUND SOURCE:** N/A
**AMOUNT:**
**PREPARED BY:** Kesandra Brown KB

**POSITION:** Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENTS' SIGNATURE: page(s) numbered 6

CHAIRMAN'S SIGNATURE: page(s) numbered 5, 6

SCHOOL BOARD ATTORNEY: page(s) numbered

**This form is to be duplicated on light blue paper.**

KB
08/12/25

REVIEWED BY: _____

**CONTRACTUAL AGREEMENT**
**FOR INTER-COUNTY**

**TRANSFER OF EXCEPTIONAL STUDENTS**

This agreement entered into the 11th day of August, 2025, by the School Board of Leon County and the School Board of Gadsden County is for the purpose of defining the responsibilities of each as it relates to exceptional students who reside in one county and attend schools in the other and delineating the conditions under which the contract shall be executed.

I. The School Board of Leon County agrees to make available exceptional student education services in certain exceptional education programs and assignments within certain grade levels at specific sites in the district. Those programs, assignments, grade levels and sites are as follows:

| PROGRAM ASSIGNMENT | GRADE LEVEL | SITE |
|---|---|---|
| Special Day School | PK-12 | Everhart |

*The DHH 9-12 grade program at Lincoln High School is available under this contract to the current Gadsden-zoned student, O.M., until the student meets graduation criteria or graduates, whichever is first. The DHH program at Lincoln High School is not otherwise available under this contract to any other Gadsden County students.

Parents and home zone school sites must in all cases contact the Gadsden County ESE Director. The ESE Director will contact the Leon County School ESE Director for all Leon County school assignments. Gadsden County school sites may not directly contact Leon County school site administrators.

The School Board of Gadsden County and the parents will develop an individual educational plan (IEP) for exceptional students in conjunction with the School Board of Leon County. As determined by the IEP, those exceptional students in need of programs, assignments, grade levels and at sites included herein may be served by the School Board of Leon County. Only if programs, facilities and personnel are available will students be considered.

II. In providing these Special Education Programs, the School Board of Leon County shall be responsible for:


*"No person shall on the basis of sex, gender identity, marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, military status or genetic information be denied employment, receipt of services, access to or participation in school activities or programs if qualified to receive such services, or otherwise be discriminated against or placed in a hostile environment in any educational program or activity including those receiving federal financial assistance, except as provided by law." No person shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society.*

**"EXCELLENCE BEGINS IN LEON COUNTY SCHOOLS"**

A. Provision and maintenance of adequate and appropriate facilities to house the program(s);

B. Provision of sufficient certified instructional and qualified non-instructional personnel, necessary for a quality program, including teacher, therapists, and a supervisor or coordinator;

C. Notifying and obtaining the agreement of the participating district in any decision regarding the assignment of instructional staff in excess of the approved staffing ratio of the School Board of Leon County in order to provide appropriate instruction for a student from the participating district.

D. Provision of necessary equipment, materials and supplies for each student;

E. Provision of all other direct and indirect services necessary to conduct a quality program, except those responsibilities specifically designated in this agreement as the responsibility of the participating county;

F. Provision of dismissal or reevaluation information for students from the School Board of **Gadsden County.**

G. Initiating and conducting annual Individual Education Plan meeting and reevaluation consideration meeting in accordance with 6A-6.0331, FAC and in conjunction with the School Board of **Gadsden County**.

III. As a participating school district, the School Board of **Gadsden County** is responsible for all of the following:

A. Provision of transportation for those students from its county who are enrolled in the program. The transportation schedule shall enable students to participate in the program for at least the minimum number of hours required for the age or grade group;

B. Provision of the evaluation information and eligibility process conducted in accordance with Florida State Board of Education Administrative Rules 6A-6.0331, FAC and 6A-6.03013, FAC;

C. Provision of the assignment and dismissal process in accordance with 6A-6.03028, FAC, 6A-6.0311, FAC and 6A-6.0331, FAC;

D. Initiating and conducting an Individual Education Plan meeting in accordance with 6A-6.0331, FAC and in conjunction with the School Board of Leon County;

E. Legal costs incurred through the due process procedure as a result of a student's assignment;

F. The salary of personnel required to instruct students from the participating district in excess of the approved staffing ratio of the School Board of Leon County;

G. Adhering to the school calendar and hours designated by the School Board of Leon County.

IV. Funding for exceptional student programs shall follow the procedure specified within this section:

A. The School Board of Leon County shall:

1. Provide the 2025-2026 formula calculation for the Regional Funding Fee;

2. Provide an invoice after the February FTE period to June 1 based on a formula using discretionary tax dollars in the general fund (FEFP calculation) projected total weighted FTE for contracted students multiplied by the Regional Funding Fee; and the salary of any teacher, related service provider, classroom paraprofessional/aide, sign language interpreter or classroom support personnel required for individual instruction as a result of the behavior and/or communication needs of a Gadsden County student;

3. Submit or receive funds as an adjustment to the "Regional Funding Fee" following the June FTE and end-of-year close out, provided the actual end of year formula factors creates an under or over payment of $100 or more for the current fiscal year.

B. The School Board of Gadsden County is responsible for all of the following:

1. Receive all FTE funds generated from Transportation of their students to Leon County; **all community-based instruction and/or field trips will be invoiced separately by the Leon County Transportation Department.**

2. Submit payment to the School Board of Leon County based on the statement of account described under IV A of this section. This payment shall arrive no later than June 30, 2026;

3. Submit or receive funds as an adjustment to the Regional Funding Fee payment projections and actual salary reimbursement for any teacher related services provider, classroom aide, interpreter or classroom support personnel required for instruction as a result of the behavior and/or communication needs of a **Gadsden County** student, if actual weighted FTE creates an under or over payment of $100 or more. This adjustment will be made following the June FTE and prior to **October 1, 2025**.

This Agreement shall take effect **August 11, 2025** and continue until **May 22, 2026** for the regular **2025-2026** school year. This contract supersedes any previous agreements. The School Board of Leon County and the School Board of **Gadsden County** shall abide by Section 1001.42(4)(d)(3.), Florida Statutes, for Settlement of Disagreements, which states "In the event an agreement cannot be reached relating to any phase of the project or activity, the matter may be referred jointly by the cooperating school boards, or by any individual school board of the cooperating districts, to the Department of Education for decision under regulations of the state board, and its decision shall be binding on all school boards of the cooperating districts".

**Extended School Year Services (ESY)**

I. Services and dates of services for Extended School Year (ESY) will be determined by the IEP team based on the State of Florida Indicators for Extended School Year.

II. The School Board of Leon County agrees to make available extended school year exceptional student education services for students who are being served under this contract based upon IEP team determination. Extended School Year services are defined as any services provided outside of the adopted Leon County School Board Calendar. All provisions agreed upon in the yearly contractual agreement are extended for extended school year services, i.e., among other things, **Gadsden County** will be required to pay for all costs associated with the employment of any related service provider, classroom paraprofessional and/or aide, sign language interpreter or classroom support personnel required for individual instruction as a result of the behavior and/or communication needs for ESY services.

III. Funding: Extended School Year services will be provided by Leon County for **Gadsden County** students for a cost of thirty-five dollars ($35) per student per hour of ESY services.

IV. Transportation: Transportation for those students from **Gadsden County,** who are determined to be in need of ESY services, will be provided by the School Board of **Gadsden County.**

The agreement executed the day and year first written above.

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

BY: _____ DATE: _____

**THE SCHOOL BOARD OF LEON COUNTY, FLORIDA**

BY: _____ DATE: _____
Laurie Lawson Cox , Chair

BY: _____ DATE: _____
Rocky Hanna, Superintendent

**This agreement shall take effect upon receipt of signatures and may be terminated or revised at the request of either party.**

**Chairman of the Gadsden County District Board**

Name: Leroy McMillan

Title: Chairperson

Signature: _____

Date: _____

**Superintendent of Gadsden County School District**

Name: Elijah Key, Jr.

Title: Superintendent

Signature: _____

Date: _____

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8d

**DATE OF SCHOOL BOARD MEETING:** August 26, 2025

**TITLE OF AGENDA ITEM:**
Memorandum of Understanding between Panhandle Therapy Center (PTC) of Florida, Inc., and the School Board of Gadsden County.

**DIVISION:**
Exceptional Student Education

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

**PURPOSE AND SUMMARY OF ITEM:**

This agreement provides Mental Health services to the students needing those services.

**FUND SOURCE:** N/A

**AMOUNT:**

**PREPARED BY:** Kesandra Brown KB

**POSITION:** Director of Exceptional Student Education and Student Services

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 6, 7

CHAIRMAN'S SIGNATURE: page(s) numbered 6, 7

SCHOOL BOARD ATTORNEY: page(s) numbered

**This form is to be duplicated on light blue paper.**

LC 08/12/25

REVIEWED BY:

**This agreement shall take effect upon receipt of signatures and may be terminated or revised at the request of either party.**

**Superintendent of Gadsden School District**

Name:_____

Title:_____

Signature:_____

Date:_____

**Chairman of Gadsden School District Board**

Name:_____

Title:_____

Signature:_____

Date:_____

## MEMORANDUM OF UNDERSTANDING

WHEREAS, The School Board of Gadsden County and Panhandle Therapy Center, Inc. (PTC) a Florida-based, AHCA-license-exempt Community Behavioral Health Clinic, desire to enter into a Memorandum of Understanding setting forth the services to be provided to students in the Gadsden County School system:

### PURPOSE

The purpose of this memorandum is to set forth the conditions of service with Gadsden County School students. PTC will provide Mental Health services to the students needing those services. Referrals accepted by PTC shall be performed within the scope and limitations set forth in the Plan of Treatment developed by the treatment team.

### THE SCHOOL BOARD OF GADSDEN COUNTY and PTC AGREE AS FOLLOWS:

1. PTC agrees to provide services for mental health and co-occurring disorders to Gadsden County School students referred for assessment and/or treatment.
2. PTC will provide high quality therapists to serve Gadsden County school students in both the home and school settings.
3. Students are accepted for treatment by PTC and PTC's staff shall not refuse to provide treatment because of age, race, color, handicap, sex, or national origin.
4. Services and treatment shall be provided to the student in response to a request for assessment and/or treatment and in accordance with a written plan of treatment developed by the treatment team.
5. A space will be provided for PTC staff to meet with students for assessment and treatment.
6. Referrals may be made by school staff to PTC for assessment and/or treatment. Reports to school staff regarding students' progress will be made available either by meeting with PTC at the school or requesting a written report from PTC's staff, with client and/or family permission.
7. The School Board of Gadsden County and PTC acknowledge and declare that it is their specific intention that PTC is to provide services as an Independent Contractor. All PTC staff providing services shall be independently insured, and have had background screening completed.
8. PTC agrees to bill students' insurances directly as applicable for reimbursement. The district will not be financially liable for any services rendered.

9. This Memorandum of Understanding shall be valid for 12 months and shall begin August 1, 2025 and end July 31, 2026.
10. This Memorandum of Understanding may be cancelled or terminated with 30 days written notice to or by either party.
11. Questions regarding services at the school will be directed to Mrs. Heather King, PTC CEO/Clinic Director in Blountstown, FL at hking@panhandletherapycenter.com or (850) 674-8888.

This Memorandum of Understanding is respectfully executed and submitted by:

| | |
|---|---|
| | Heather M. King, LCSW |
| Superintendent of Schools<br>The School Board of Gadsden County | Heather M King, LCSW<br>CEO, Clinic Director<br>Panhandle Therapy Center, LLC |
| Date | Date |

This Memorandum of Understanding is agreed to by:

| | |
|---|---|
| Leroy McMillan, Board Chair<br>The School Board of Gadsden County | Date |

**PANHANDLE THERAPY CENTER, LLC**
**AND**
**THE SCHOOL BOARD OF GADSDEN COUNTY**

This Memorandum of Understanding, herein referred to as "MOU," is entered into by and between PANHANDLE THERAPY CENTER, LLC and THE SCHOOL BOARD OF GADSDEN COUNTY.

The purpose of the agreement is to facilitate the collection, analysis, and sharing of data in order to track shared clients, better coordinate individual care, and address barriers and needs across systems to better serve the community. Specifically, by sharing data, PANHANDLE THERAPY CENTER, LLC and THE SCHOOL BOARD OF GADSDEN COUNTY can identify barriers, leverage existing resources, and coordinate overall care to better serve the community.

THE SCHOOL BOARD OF GADSDEN COUNTY, PANHANDLE THERAPY CENTER, LLC, and its subcontracted providers shall exchange data and information related to shared clients in an effort to better coordinate care. The data and information shall be used to ensure collaboration of care and to improve outcomes for the individual. This data may include personally identifiable information such as names, date of birth, gender, and ethnicity as well as other pertinent information. If PANHANDLE THERAPY CENTER, LLC and THE SCHOOL BOARD OF GADSDEN COUNTY will be sharing Protected Health Information (PHI), the attached HIPAA Business Agreement must be completed.

PANHANDLE THERAPY CENTER, LLC and its officers, employees, agents, representatives, contractors, or subcontractors agree to share student information with THE SCHOOL BOARD OF GADSDEN COUNTY, in full compliance with state and federal confidentiality requirements, particularly Family Education Rights and Privacy Act (FERPA)/FL Statutes 1002.22 and 1002.221, to provide and improve services and resources needed to meet the needs of children, families, and caregivers; to achieve continuous improvement across programs; and to improve the level of educational achievement for children served by both entities.

| | |
|---|---|
| | Heather M. King, LCSW, CEO/DIRECTOR |
| THE SCHOOL BOARD OF GADSDEN COUNTY | PANHANDLE THERAPY CENTER, LLC |
| | Heather M. King, LCSW |
| Signature & Date | Signature & Date |

# HIPAA BUSINESS ASSOCIATE AGREEMENT

*This Agreement contains the terms and conditions governing the Agency's access to and use of Protected Health Information and provides the permissible uses and disclosures of protected health information by the Agency, also called "Business Associate."*

This Privacy Agreement ("Agreement"), is effective upon signing this Agreement and is entered into by and between Panhandle Therapy Center, LLC ("Covered Entity") and The School Board of Gadsden County (the "Business Associate").

**I. Term.** This Agreement shall remain in effect for the duration of this Agreement and shall apply to all of the Services and/or Supplies delivered by the Business Associate pursuant to this Agreement.

**II. HIPAA Assurances.** In the event Business Associate creates, receives, maintains, or otherwise is exposed to personally identifiable or aggregate patient or other medical information defined as Protected Health Information ("PHI") in the Health Insurance Portability and Accountability Act of 1996 or its relevant regulations ("HIPAA") and otherwise meets the definition of Business Associate as defined in the HIPAA Privacy Standards (45 CFR Parts 160 and 164), Business Associate shall:

*(a) Recognize that HITECH (the Health Information Technology for Economic and Clinical Health Act of 2009) and the regulations thereunder (including 45 C.F.R. Sections 164.308, 164.310, 164.312, and 164.316), apply to a business associate of a covered entity in the same manner that such sections apply to the covered entity;*
*(b) Not use or further disclose the PHI, except as permitted by law;*
*(c) Not use or further disclose the PHI in a manner that had the Covered Entity done so, would violate the requirements of HIPAA;*
*(d) Use appropriate safeguards (including implementing administrative, physical, and technical safeguards for electronic PHI) to protect the confidentiality, integrity, and availability of and to prevent the use or disclosure of the PHI other than as provided for by this Agreement;*
*(e) Comply with each applicable requirements of 45 C.F.R. Part 162 if the Business Associate conducts Standard Transactions for or on behalf of the Covered Entity;*
*(f) Report promptly to the Covered Entity any security incident or other use or disclosure of PHI not provided for by this Agreement of which Business Associate becomes aware;*
*(g) Ensure that any subcontractors or agents who receive or are exposed to PHI (whether in electronic or other format) are explained the Business Associate obligations under this paragraph and agree to the same restrictions and conditions;*
*(h) Make available PHI in accordance with the individual's rights as required under the HIPAA regulations;*

*(i) Account for PHI disclosures for up to the past six (6) years as requested by Covered Entity, which shall include: (i) dates of disclosure, (ii) names of the entities or persons who received the PHI, (iii) a brief description of the PHI disclosed, and (iv) a brief statement of the purpose and basis of such disclosure; (j) Make its internal practices, books, and records that relate to the use and disclosure of PHI available to the U.S. Secretary of Health and Human Services for purposes of determining Customer's compliance with HIPAA; and (k) Incorporate any amendments or corrections to PHI when notified by Customer or enter into a Business Associate Agreement or other necessary Agreements to comply with HIPAA.*

**III. Termination Upon Breach of Provisions**. Notwithstanding any other provision of this Agreement, Covered Entity may immediately terminate this Agreement if it determines that Business Associate breaches any term in this Agreement. Alternatively, Covered Entity may give written notice to Business Associate in the event of a breach and give Business Associate five (5) business days to cure such breach. Covered Entity shall also have the option to immediately stop all further disclosures of PHI to Business Associate if Covered Entity reasonably determines that Business Associate has breached its obligations under this Agreement. In the event that termination of this Agreement and the Agreement is not feasible, Business Associate hereby acknowledges that the Covered Entity shall be required to report the breach to the Secretary of the U.S. Department of Health and Human Services, notwithstanding any other provision of this Agreement or Agreement to the contrary.

**IV. Return or Destruction of Protected Health Information upon Termination**. Upon the termination of this Agreement, unless otherwise directed by Covered Entity, Business Associate shall either return or destroy all PHI received from the Covered Entity or created or received by Business Associate on behalf of the Covered Entity in which Business Associate maintains in any form. Business Associate shall not retain any copies of such PHI. Notwithstanding the foregoing, in the event that Business Associate determines that returning or destroying the Protected Health Information is infeasible upon termination of this Agreement, Business Associate shall provide to Covered Entity notification of the condition that makes return or destruction infeasible. To the extent that it is not feasible for Business Associate to return or destroy such PHI, the terms and provisions of this Agreement shall survive such termination or expiration and such PHI shall be used or disclosed solely as permitted by law for so long as Business Associate maintains such Protected Health Information.

**V. No Third-Party Beneficiaries**. The parties agree that the terms of this Agreement shall apply only to themselves and are not for the benefit of any third-party beneficiaries.

**VI. De-Identified Data**. Notwithstanding the provisions of this Agreement, Business Associate and its subcontractors may disclose non-personally identifiable information provided that the disclosed information does not include a key or other mechanism that would enable the information to be identified.

**VII. Amendment.** Business Associate and Covered Entity agree to amend this Agreement to the extent necessary to allow either party to comply with the Privacy Standards, the Standards for Electronic Transactions, the Security Standards, or other relevant state or federal laws or regulations created or amended to protect the privacy of patient information. All such amendments shall be made in a writing signed by both parties.

**VIII. Interpretation.** Any ambiguity in this Agreement shall be resolved in favor of a meaning that permits Covered Entity to comply with the then most current version of HIPAA and the HIPAA privacy regulations.

**IX. Definitions.** Capitalized terms used in this Agreement shall have the meanings assigned to them as outlined in HIPAA and its related regulations.

**X. Survival.** The obligations imposed by this Agreement shall survive any expiration or termination of this Agreement.

**COVERED ENTITY**

**Signature** Heather M. King, LCSW Date _____

Print Name Heather King for PTC, LLC Title: CEO/Director

**BUSINESS ASSOCIATE**

**Signature** _____ Date _____

Print Name _____ Title: _____

IN WITNESS WHEREOF, the parties hereto have duly executed this Addendum as of the Addendum Effective Date.

| | |
|---|---|
| _____ | Heather M. King, LCSW |
| Superintendent of Schools<br>The School Board of Gadsden County | Heather M King, LCSW, CEO/Director<br>Panhandle Therapy Center, LLC |
| _____ | _____ |
| Leroy McMillan, Board Chair<br>The School Board of Gadsden County | Date |

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8e

**DATE OF SCHOOL BOARD MEETING:** August 26, 2025

**TITLE OF AGENDA ITEM:** Contracted Services with Aubrey's Heart Therapy Services and the School Board of Gadsden County.

**DIVISION:** Exceptional Student Education

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

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

This agreement with Aubrey's Heart Therapy, will provide Speech/Language services (including, but not limited to intervention services, assessments, evaluations, counseling, consulting, collaboration, and support to families, school staff and administrators), in a position not filled by the School Board of Gadsden County.

**FUND SOURCE:** FEEP dollars

**AMOUNT:**
$60.00 per hour (for actual hours worked) Speech Language Pathologist
$40.00 per hour (for actual hours worked) Speech Language Pathologist Assistant

**PREPARED BY:** Kesandra Brown

**POSITION:** Director of Exceptional Student Education and Student Services

---

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 6, 8
CHAIRMAN'S SIGNATURE: page(s) numbered 6, 8
SCHOOL BOARD ATTORNEY: page(s) numbered

**This form is to be duplicated on light blue paper.**

REVIEWED BY: _____

Aubrey's Heart Therapy Services PLLC
240 Peoples Rd. Quincy, Fl.
aubreysheart therapyservices.com

THIS AGREEMENT was made and entered into on the date last written below by and between **Gadsden County Public Schools** (from now on "Employer/Vendor") and **AUBREY'S HEART THERAPY SERVICES PLLC**, a contractor (from now on "Contractor");

WHEREAS the Employer desires to retain the services of Contractor(s), and Contractor(s) desires to render services to the Employer, upon the terms and conditions as stated:

NOW, THEREFORE, the parties hereto, intending to be legally bound at this moment, do at this moment promise and agree as follows:

**1.1** **Term**. Employer agrees to hire Contractor, at will, for a term commencing on **June 2, 2025, and ending on June 30, 2026,** and continuing until terminated per Section 4 of this agreement.

**1.2** **Duties**. Contractor agrees to perform work for the Employer on the terms and conditions outlined in this agreement and agrees to devote all necessary time and attention to "reasonable periods of illness excepted" (e.g., three weeks or less due to but not limited to a positive COVID-19 test, flu, and other infectious diseases) to the performance of the duties specified in this agreement. The contractor's responsibilities shall include the following:

- **Speech Language Pathologist Duties and Responsibilities:**
    - Diagnostic testing to be conducted per the signed consent. Consultation to be held with Teachers, Staff, and other collaborators. Provide Speech and Language Treatment (listed under the American Speech Language and Hearing Association (ASHA) code of ethics/scope of practice) and Florida Department of Education laws and rules as within its scope of practice, which includes but is not limited to:
    - design, implement, and document delivery of service by the best available practice appropriate to the practice setting;
    - provide culturally and linguistically appropriate services;
    - integrate the highest quality available research evidence with practitioner expertise and individual preferences and values in establishing treatment goals;
    - utilize treatment data to guide decisions and determine the effectiveness of services;
    - integrate academic materials and plans into treatment;
    - deliver the appropriate frequency and intensity of therapy using the best available practice;
    - engage in treatment activities that are within the scope of the professional's competence;
    - utilize Augmentative and Alternative Communication (AAC) performance data to guide clinical decisions and determine the effectiveness of treatment and

- collaborate with other professionals in the delivery of services.

**1.2 DUTIES continued:**

- Attend IEP meetings, make in-person or telephonic appearances, and provide updates on student progress and strategies for classroom adaptation.
- Contractor further agrees that in all aspects of such work, Contractor shall comply with the policies, standards, and regulations of the Employer from time to time established and shall perform the duties assigned faithfully, intelligently, and to the best of his/her/their ability, and in the best interest of the Employer at **Gadsden County Public Schools.**

**Speech Language Pathologist Assistant Duties and Responsibilities:**

- Conducts speech and language screenings without interpretation and using screening protocols developed by the supervising Speech and Language Pathologist (SLP) or provided by the district.
- Provides direct assistance for speech-language voice fluency hearing to students under the supervision of the SLP
- Follows and implements documented IEP plans or protocols.
- Documents student progress toward meeting established objectives and reports the information to the SLP; assists the SLP during assessments, assisting with formal documentation, preparing materials, and performing clerical duties;
- Prepares therapy materials and equipment for use in the classroom and therapy activities
- Adapts or modifies instructional materials and equipment as determined by student needs and abilities for teacher use in the classroom;
- Assists in maintaining student records, tallying data, and preparing charts, documents, graphs, and reports;
- Assists in organizing classroom activities such as displaying educational materials, arranging furniture to facilitate instructional requirements, and creating an orderly and clean learning environment;
- May implement student behavior management programs designed by certified staff. Observe and report significant student behavior, behavioral patterns, and other problems to the SLP.

## SECTION 2 – CONFIDENTIALITY

**2.1** **Confidentiality**. The contractor acknowledges and agrees that all financial and accounting records, lists of property owned by the Employer, including amounts paid therefore, client and customer lists, and other Employer data and information related to its business (from now on collectively "Confidential Information") are valuable assets of the Employer. Except for disclosures required to be made to advance the company of the Employer and information which is a matter of public record, the Contractor shall not, during the term of this Agreement or after the termination of this Agreement, disclose any Confidential Information to any person or use any Confidential Information for the benefit of Contractor or any other person, except with the prior written consent of the Employer. Employer understands that certain Confidential Information may be required to be disclosed to specific individuals: directors, officers, employees, agents, or advisors (collectively, Representatives) of Contractor. The contractor shall maintain records of the persons to whom Confidential Information is distributed, will inform all such persons of the confidential nature of the information, will direct them to treat such information by this agreement, will exercise such precautions or measures as may be reasonable in the circumstances to prevent improper use of Confidential Information by them and will be responsible for any breaches by them of the provisions of this agreement. The term "confidential information" does not include information that is or becomes publicly available (other than through a breach of this Agreement) or information that is or becomes available to Contractor on a non-confidential basis, provided that the source of such information was not known by Contractor (after such inquiry as would be reasonable in the circumstances) to be bound by a confidentiality agreement or other legal or contractual obligation of confidentiality concerning such information. Suppose the Contractor or any of the Contractor's representatives, assigns, or agents are requested or required by law or legal process to disclose any of the Confidential Information. In that case, the party required to disclose such information shall provide the Employer with prompt oral and written notice before making any disclosure. In addition, Confidential Information may be disclosed to the extent required in inspections or inquiries by federal or state regulatory agencies to whose jurisdiction the Contractor is subject and that have the legal right to inspect the files that contain the Confidential Information. The contractor will advise the Employer promptly upon such disclosure.

**2.2** **Return of Documents**. Contractor acknowledges and agrees that all originals and copies of records, reports, documents, lists, plans, memoranda, notes, logs, assessments, hearing test results, graded assignments, and other documentation related to the business of the Employer or containing any Confidential Information shall be the sole and exclusive property of the Employer, and shall be returned to the Employer upon the termination of this Agreement or the written request of the Employer.

**2.4** **No Release**. The contractor agrees that the termination of this Agreement shall not release the Contractor from any obligations under Section 2.1 or 2.2.

## SECTION 3 – COMPENSATION

**3.1** **Compensation**. Considering all services to be rendered by the Contractor to the Employer, the Employer shall pay for **Aubrey's Heart Therapy Services PLLC.** The Breakdown of services is as follows:

| Therapist Type | Price per Hour |
|---|---|
| Master's Level Speech Therapist and Certificate of Clinical Competence (M.S. CCC-SLP) in person/teletherapy | $60.00 |
| Master's Level Speech Therapist Clinical First Year (M.S. CF-SLP) in person/teletherapy | $60.00 |
| Master's Level Speech Therapist Clinical First Year (M.S. CF-SLP) in person/teletherapy | $60.00 |
| Master's Level Speech Therapist Clinical First Year (M.S. CF-SLP) in person/teletherapy | $60.00 |
| Speech Language Pathologist Assistant (SLP-A) in person/teletherapy | $40.00 |

**3.2** **Withholding; Other Benefits**. Compensation paid under this Agreement shall not be subject to the customary withholding of income and other employment taxes. The contractors shall be solely responsible for reporting and paying such taxes. The Employer shall not provide Contractor(s) with any coverage or participation in the Employer's accident and health insurance, life insurance, disability income insurance, medical expense reimbursement, wage continuation plans, or other fringe benefits provided to regular employees.

**3.3.1** **Bill of Service**: The contractor will bill the Employer via invoice on a biweekly basis, including any accompanying expenses related to treatment/diagnostic testing, therapy logs, dates, and times in which services were provided with approved documentation (e.g., receipts, paid invoices, etc.). Upon verification, the employer will be required to pay by the date indicated on the invoice. The employer will provide all testing technology, locations, and materials to the Contractor(s).

**3.3.2** **Documentation and Invoicing**

The VENDOR shall maintain a student schedule reflecting service hours for each ESE student and submit a weekly service log to the ESE Department by the first business day of the following week. Upon verification, payment will be issued within 14 days of receipt of a valid invoice. The contractor's payer system will email invoices with accompanying documentation. MAX CAPTURE billing documentation must accompany invoices; failure to do so may delay payment.

**3.4** **Hours of Service:** The contractor shall provide services to the Employer as stated in section 1.2 of this contract. Contractors are to work a minimum of 25 to a maximum of 37.5 hours per week, excluding all district, state, and federal holidays or natural disasters. Contractor(s) approved by Employer to work in addition to 37.5 hours are subject to the Employer to a rate increase, at the

current rate plus $25 an hour each additional hour (e.g., Speech Pathologist $60.00/hr +$20.00= $80.00/hr).

## SECTION 4 - TERMINATION

**4.1** **Termination at Will**. Violation of the Florida Department of Education, Florida Law, Florida Department of Health, and Gadsden County School Board ethics, policies, and procedures committed by any Independent Contractor employed under the Contractor may be terminated by the Employer immediately, at will, and the sole discretion of the Employer. The contractor may terminate the Independent Contractor Agreement within ten days of the infraction.

## SECTION 5 - CONTRACTOR STATUS

**5.1** Employer acknowledges that Aubrey's Heart Therapy Services is a Contractor that employs Independent Contractors and is not an agent, partner, joint venture, or employee of Employer. The contractor shall have no authority to bind or otherwise obligate the Employer in any manner beyond the terms of this Agreement, nor shall the Contractor represent to anyone that it has a right to do so. Contractor further agrees that if the Employer suffers any loss or damage due to a violation of this provision, the Contractor shall indemnify and hold harmless the Employer from any such loss or damage.

**5.2** **Assignment.** The Contractor shall not assign any of its rights under this agreement or delegate the performance of any of its duties hereunder without the prior written consent of the Employer.

## SECTION 6 - REPRESENTATIONS AND WARRANTIES OF CONTRACTOR

**6.1** Contractor represents and warrants to the Employer that there is no employment contract or other contractual obligation to which Contractor is subject that prevents Contractor from entering into this Agreement or from performing Contractor's duties entirely under this Agreement unless agreed upon by both Employer and Contractor in writing with an addendum to the contract.

**6.2** Contractor represents that the appropriate licensing agency licenses all Independent Contractors within the arch of Aubrey's Heart Therapy Services for the Florida Department of Health (FDOH) or Florida Department of Education (FDOE) within a respected profession and that they are in good standing with such agency.

## SECTION 7 - MISCELLANEOUS PROVISIONS

**7.1** The provisions of this Agreement shall be binding upon and inure to the benefit of the heirs, personal representatives, successors, and assigns of the parties. Any condition that imposes upon Contractor or Employer an obligation after termination or expiration of this Agreement shall survive termination or expiration hereof and be binding upon Contractor or Employer.

**7.2** This Agreement shall be governed by and construed per the laws of the State of Florida, the Florida Department of Health, and the Florida Department of Education's scope of practice.

**7.3.1** **Severability. Suppose any provision of these policies and regulations or the application thereof to any person or circumstances is held invalid. In that case**, such invalidity shall not affect other provisions or applications of these policies and regulations, which can be affected without the invalid provision or application. To this end, the provisions of these policies and regulations are severable. In lieu thereof, a provision shall be added as similar to such illegal, invalid, and unenforceable provision as possible and be legal, valid, and enforceable.

**Compensation of Services**

**7.3.2** For services provided during the Extended School Year (ESY), and pre-approved by the Exceptional Student Education Department, the VENDOR shall be compensated at the same hourly rate.

c. Partial workdays shall be reimbursed on a pro rata basis. (e.g. working 4 hours (half the day) → pay = $240 × (4 x $60) = $240

d. The VENDOR shall be compensated for attending mandatory district professional development.

e. Voluntary professional development will not be reimbursed unless written pre-approval is obtained from the Exceptional Student Education Department and the school principal.

**7.3.3** Professional development activities as agreed upon by the VENDOR and the BOARD

**7.3.4** Provision of written home programs when appropriate via teletherapy or approved mileage reimbursement

**7.3.5** **Indemnification**

The VENDOR agrees to indemnify, defend, and hold harmless the BOARD, its agents, and employees from any and all claims, losses, or damages arising out of or related to the VENDOR's performance under this Agreement. This clause shall survive the termination.

**7.3.6** **Notice**

Notices under this Agreement shall be delivered personally, via email, or sent via first-class mail to the following addresses:

**BOARD:**
Director of Exceptional Student Education Services

Gadsden County School District
35 Martin Luther King Blvd
Quincy, FL 32351

**Gadsden County School Board**

By:_____ Date:_____
Superintendent of Schools

By:_____ Date:_____
Chairman of the School Board

By:_____ Date:_____
Representative of Aubrey's Heart Therapy Services PLLC

**Independent Consultant.** Provider's relationship to the School District in performing this Engagement Agreement is that of an independent contractor. The personnel performing services under this Engagement Agreement shall be independent contractors of the Provider and not employees of the School District. The School District and the contractor will be responsible for negotiating the time and place for the services.

**Authority.** The provider and its officers, managers, employees, independent contractors, and agents are now authorized to perform or cause to be performed all acts associated with providing services rendered hereunder. The provider, however, is not responsible for the failure of any third party to perform correctly.

**Nonexclusive.** During this Agreement, the Provider may provide services to other school districts. Consequential Damages. Under no circumstances shall Provider and its officers, managers, employees, and agents be liable to the School District or any other person or entity for any special, indirect, or consequential loss or damage, whether or not such loss or damages caused by the fault, breach of contract, or negligence of provider and its officers, managers, employees, and agents or independent contractors. This exclusion of liability also includes loss of profits or revenue, costs of capital, damage to or loss of use of equipment or facilities, or any claims of School Districts, parents, or any third party.

**Lack of Qualified Personnel.** The provider has the right to terminate this Agreement at any time if it cannot locate a contractor suitable to provide the services contemplated herein without the payment of a penalty or damages.

**Indemnification**. School District agrees to indemnify, hold harmless, and defend Provider and its officers, managers, employees, independent contractors, and agents from and against any losses, costs, expenses, damages, or liabilities (including reasonable attorney fees) incurred or threatened to be incurred by Provider or its officers, managers, employees, independent contractors and agents because of or arising

out for in connection with this Engagement Agreement or the performance of services hereunder, including the negligence of Provider.

**Entire Agreement.** This Engagement Agreement constitutes the entire agreement between the parties, and it supersedes all prior and contemporaneous agreements, representations, and undertakings of the parties concerning the subject matter of this Engagement Agreement.

**Waiver.** If one party breaches this Engagement Agreement, failure of the other party to enforce any right under this Engagement Agreement shall not be deemed a waiver of any right hereunder. The rights and remedies of the parties as outlined in this Engagement Agreement are not exclusive and are in addition to any rights and remedies provided by law. No waiver of any provision of this Engagement Agreement shall be deemed or shall constitute a waiver of any other provision, whether or not similar, nor shall any waiver of constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making a waiver.

**Severability.** Should any provision of this Engagement Agreement be held void or unenforceable, the remaining provisions shall remain in full force and effect, to be read and construed as if the void or unenforceable provisions were initially deleted.

**Choice of Law.** This Engagement Agreement is deemed to be made under and shall be governed by, construed, and enforced per the laws of the State of Florida.

**Venue.** Exclusive venue for any action or proceeding seeking to enforce any provision of, or based on any right arising out of, this Agreement shall be in Gadsden County Circuit Court of the State of Florida or, subject to applicable jurisdictional requirements, in the United States District Court for the District of Florida. Each party consents to the jurisdiction of such courts (and of the appropriate appellate courts) in any such action or proceeding and waives any objection to such venue.

**This agreement shall take effect upon receipt of signatures and may be terminated or revised at the request of either party.**

**Chairman of the Gadsden County School District Board**

Name: Leroy McMillan

Title: Chairperson

Signature: _____

Date: _____

**Superintendent of the Gadsden County School District**

Name Elijah Key, Jr.

Title: Superintendent

Signature: _____

Date: _____

**Aubrey's Heart Therapy, PLLC**

Name: Justina Williams

Title: Owner

Signature: _____

Date: _____

Client # 2352416

**MEMORANDUM OF INSURANCE** | Date Issued 12/30/2024

**Producer**

AMBA
P.O. Box 14554
Des Moines, IA 50306
1-800-375-2764

This memorandum is issued as a matter of information only and confers no rights upon the holder. This memorandum does not amend, extend or alter the coverages afforded by the Certificate listed below.

**Company Affording Coverage**
Liberty Insurance Underwriters Inc.

**Insured**

Aubrey's Heart Therapy Services, PLLC
240 Peoples Road
Quincy, FL 32352

This is to certify that the Certificate listed below has been issued to the insured named above for the policy period indicated, not withstanding any requirement, term or condition of any contract or other document with respect to which this memorandum may be issued or may pertain, the insurance afforded by the Certificate described herein is subject to all the terms, exclusions and conditions of such Certificate. The limits shown may have been reduced by paid claims.
The Memorandum of Insurance and verification of payment are your evidence of coverage. No coverage is afforded unless the premium is successfully paid in full.

| Type of Insurance | Certificate Number | Effective Date | Expiration Date | Limits | |
|---|---|---|---|---|---|
| **Professional Liability** SpeechLangH Fm Speech Language Pathologist | AHY-1026236105 | 12/02/2024 | 12/02/2025 | Per Incident/ Occurrence | $1,000,000 |
| | | | | Annual Aggregate | $5,000,000 |
| | | | | | |

PROOF OF INSURANCE

Memorandum Holder:

PROOF OF COVERAGE ONLY

Should the above describe Certificate be cancelled before the expiration date thereof, the issuing company will endeavor to mail 30 days written notice to the Memorandum Holder named to the left, but failure to mail such notice shall impose no obligation or liability of any kind upon the company, its agents or representatives.

Authorized Representative
Stephen Miller

Stephen Miller

AMBA In CA dba Assn. Member Benefits & Insurance Agency. CA License #0I96562

STATE OF FLORIDA
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE

| DATE | LICENSE NO. | CONTROL NO. |
|---|---|---|
| DECEMBER 13, 2023 | SA 14161 | 119321 |

THE SPEECH-LANGUAGE PATHOLOGIST
NAMED BELOW HAS MET ALL REQUIREMENTS OF
THE LAWS AND RULES OF THE STATE OF FLORIDA.

EXPIRATION DATE: DECEMBER 31, 2025

JUSTINA WILLIAMS
240 PEOPLES RD
QUINCY, FL - 32352

Ron DeSantis
GOVERNOR

Joseph A. Ladapo, MD, PhD
STATE SURGEON GENERAL

Scan QR Code for
License Authentication

DISPLAY IF REQUIRED BY LAW

STATE OF FLORIDA
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE

| DATE | LICENSE NO. | CONTROL NO. |
|---|---|---|
| DECEMBER 13, 2023 | SA 14161 | 119321 |

THE SPEECH-LANGUAGE PATHOLOGIST
NAMED BELOW HAS MET ALL REQUIREMENTS OF
THE LAWS AND RULES OF THE STATE OF FLORIDA

Expiration Date: DECEMBER 31, 2025

JUSTINA WILLIAMS

LICENSEE SIGNATURE

## ELEEANA ALEEN RUIZ

## License Number: SI6644

*Data As Of 8/11/2025*

| | |
|---|---|
| Profession | Speech-Language Pathology Assistant |
| License | SI6644 |
| License Status | Clear/Active |
| License Expiration Date | 12/31/2025 |
| License Original Issue Date | 09/20/2023 |
| Address of Record | 102 Boykin Ave.<br>Chattahoochee<br>CHATTAHOOCHEE, FL 32324 |
| Discipline on File | No |
| Public Complaint | No |

## Secondary Locations

No secondary locations found.

## Discipline/Admin Action

### Emergency Actions

No Emergency Actions Found

### Discipline Cases

No Discipline Found

### Public Complaints

No Public Complaint Found

If a link does not appear for the case number, we do not have a scanned copy of the final order available in our database. To obtain a paper copy, please contact Public Records by clicking the link below:

Discipline Public Records Request

You may also contact Public Records by telephone at (850) 245-4252, option 4 or by written correspondence at:
Division of Medical Quality Assurance
Public Records
4052 Bald Cypress Way, Bin C01
Tallahassee, FL 32399-3251

Please include the following:
1. Full name and license number of the practitioner;
2. Name and address where documents are to be sent; and
3. If you require certification of the documents, a $25 fee will be charged, in addition to the duplicating charges. Certification of the requested records will not be done unless specifically requested. An invoice will be sent to you and payment will be expected within thirty days. Upon receipt of payment, material will be sent to you.

## Supervising Practitioners

| Name | Relationship | Profession | License | Effective Date |
|---|---|---|---|---|
| WILLIAMS, JUSTINA | SUPERVISOR | SPEECH-LANGUAGE PATHOLOGIST | 14161 | 10/10/2023 |

Click on the License Number to view License Details for that Practitioner

The information on this page is a secure, primary source for license verification provided by the Florida Department of Health, Division of Medical Quality Assurance. This website is maintained by Division staff and is updated immediately upon a change to our licensing and enforcement database.

## KASSANDRA GONZALEZ

## License Number: SI6412

*Data As Of 8/11/2025*

| | |
|---|---|
| Profession | Speech-Language Pathology Assistant |
| License | SI6412 |
| License Status | Clear/Active |
| License Expiration Date | 12/31/2025 |
| License Original Issue Date | 07/05/2023 |
| Address of Record | 815 E Magnolia Dr<br>QUINCY, FL 32351 |
| Discipline on File | No |
| Public Complaint | No |

## Secondary Locations

No secondary locations found.

## Discipline/Admin Action

### Emergency Actions

No Emergency Actions Found

### Discipline Cases

No Discipline Found

### Public Complaints

No Public Complaint Found

If a link does not appear for the case number, we do not have a scanned copy of the final order available in our database. To obtain a paper copy, please contact Public Records by clicking the link below:

Discipline Public Records Request

You may also contact Public Records by telephone at (850) 245-4252, option 4 or by written correspondence at:
Division of Medical Quality Assurance
Public Records
4052 Bald Cypress Way, Bin C01
Tallahassee, FL 32399-3251

Please include the following:
1. Full name and license number of the practitioner;
2. Name and address where documents are to be sent; and
3. If you require certification of the documents, a $25 fee will be charged, in addition to the duplicating charges. Certification of the requested records will not be done unless specifically requested. An invoice will be sent to you and payment will be expected within thirty days. Upon receipt of payment, material will be sent to you.

## Supervising Practitioners

| Name | Relationship | Profession | License | Effective Date |
|---|---|---|---|---|
| WILLIAMS, JUSTINA | SUPERVISOR | SPEECH-LANGUAGE PATHOLOGIST | 14161 | 08/03/2023 |

Click on the License Number to view License Details for that Practitioner

The information on this page is a secure, primary source for license verification provided by the Florida Department of Health, Division of Medical Quality Assurance. This website is maintained by Division staff and is updated immediately upon a change to our licensing and enforcement database.

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8f

**DATE OF SCHOOL BOARD MEETING**: August 26, 2025

**TITLE OF AGENDA ITEM**:
Agreement between The Stepping Stones Group and The Gadsden County School Board.

**DIVISION:**
Exceptional Student Education

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

**PURPOSE AND SUMMARY OF ITEM:**

This contract will provide Speech/Language services (including, but not limited to intervention services, assessments, evaluations, counseling, consulting, collaboration, and support to families, school staff and administrators) in a position not filled by the School Board of Gadsden County.

**FUND SOURCE**: FEFP Dollars

**AMOUNT:** $60.00 per hour

**PREPARED BY**: Kesandra Brown KB

POSITION: Director of Exceptional Student Education and Student Services

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

**2** Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 7

CHAIRMAN'S SIGNATURE: page(s) numbered 5, 7

SCHOOL BOARD ATTORNEY: page(s) numbered

**This form is to be duplicated on light blue paper.**

KB 08/14/25

THE STEPPING STONES GROUP
Transforming Lives Together

Corporate Office
123 N Wacker Drive, Suite 1150
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

## AGREEMENT

This Agreement is made and entered on June 30th, 2025 by and between The Stepping Stones Group LLC, 123 N Wacker Drive, Chicago, IL 60606 hereinafter referred to as "Contractor" and, Gadsden County Schools; 35 Martin Luther King Jr. Blvd; Quincy, FL 32351 hereinafter referred to as "School District." It is hereby agreed as follows:

**SERVICES, RATES AND BILLING:** Contractor agrees to provide the services, at the designated rates, as listed in Appendix A to this Agreement.

School District agrees to be billed (except during holidays) by Contractor for up to 40 hours per week for each of Contractor's employees, unless agreed otherwise. No employee of Contractor will work above 40 hours per week without advanced authorization from both Contractor and the designated supervisor assigned by School District. Any hours worked that are considered overtime by state or federal law will bebilled at 150% of bill rate. School District will not be billed during school closures and school holidays.

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

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

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

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

Corporate Office
123 N Wacker Drive, Suite 1150
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

**REMITTANCE DETAILS:** School District will make payments to Contractor at the following address:

PO Box 6280
Carol Stream, IL 60197

If School District prefers to make payments via electronic ACH, instructions can be obtained from the Contractor representative.

**EMPLOYEE BENEFITS AND INSURANCE:** Contractor will be responsible for providing all employee benefits and insurance including workers' compensation, general liability, and professional liability insurance coverage (with policy limits and deductibles that are appropriate for similarly situated school districts).

**NO SOLICITATION:** During the term of this Agreement and for a period of two years after the termination of this Agreement, School District agrees not to directly or indirectly contract with, offer employment to or hire any employee of the Contractor assigned to School District or any candidate submitted by Contractor to School District. School District agrees that if School District breaches this no solicitation covenant, direct and indirect damages may be assessed and recovered by Contractor, and Contractor shall be entitled to seek and obtain specific performance.

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

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

Contractor agrees that it is subject to, and shall comply with, all federal and state laws and School District policies relating to the confidentiality of student information, including, without limitation, compliance with the Family Educational Rights and Privacy Act (FERPA).

Corporate Office
123 N Wacker Drive, Suite 1150
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

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

**TERMINATION:** This Agreement will end on June 30th.2026 and may continue beyond this point by mutual consent. School District agrees not to terminate the Agreement until the end of the Term unless (a) Contractor's employee assigned to School District as a whole is deficient in performance of the services hereunder or (b) any employee of Contractor assigned to School District commits an act of professional or ethical misconduct. School District agrees to notify Contractor of any deficiencies in services or possible unethical or unprofessional conduct as soon as School District becomes aware of such deficiencies or misconductand further agrees to permit Contractor the opportunity to cure any deficiency or misconduct within thirty (30) days of Contractor's receipt of such notice prior to School District delivering notice of termination of this Agreement. Contractor may terminate this Agreement (i) if School District discontinues operations or (ii) if School District fails to make any payments as required by this Agreement.

**NONDISCRIMINATION**: Contractor represents and warrants that it does not discriminate in hiring and employment practices regarding race, color, religion, disability, sex, age, national origin, ancestry, marital status, pregnancy, or sexual orientation.

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

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

Except as expressly set forth herein, neither party shall be liable for or be required to indemnify the other party for any incidental, consequential,exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardlessof the form of action (whether in contract, tort, negligence, strict

Corporate Office
123 N Wacker Drive, Suite 1150
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

liability, or otherwise) and regardless of how characterized, even if such party has been advised of the possibility of such damages.

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

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

**NOTICES:** Notices to Contractor shall be sent to:

The Stepping Stones Group
123 N Wacker Drive, STE 1150
Chicago, IL 60606

AND

K12ops.contracts@ssg-healthcare.com

Notices to School District shall be sent to:

Gadsden County Schools

35 Martin Luther King Jr. Blvd;

Quincy, FL 32351

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

**GENERAL**: No provision of this Agreement may be amended or waived unless agreed to in writing and signed by the parties. The provisions of this Agreement will inure to the benefit of and be binding on the parties and their respective representatives, successors, and assigns.

THE STEPPING STONES GROUP
Transforming Lives Together

Corporate Office
123 N Wacker Drive, Suite 1150
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

**BILLING DETAILS FOR SCHOOL DISTRICT**:

Billing Contact Name/Title: _____

Billing Email/Phone: _____

Mailing Address (for invoice): _____

_____

Special Billing Instructions: _____

_____

Signed for Contractor:

Signature:_____

Name:_____

Title:_____

Date:_____

Signed for School District:

Signature:_____

Name: _____

Title: _____

Date: _____

THE STEPPING STONES GROUP
Transforming Lives Together

Corporate Office
123 N Wacker Drive, Suite 1150
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

**Appendix A**

The services that may be provided under this Agreement and the corresponding hourly bill rates for each service for the are listed below:

| Specialty | Hourly Rate |
|---|---|
| SLP | $60.00 |

**This agreement shall take effect upon receipt of signatures and may be terminated or revised at the request of either party.**

**Chairman of the Gadsden County School District Board**

Name: Leroy McMillan

Title: Chairperson

Signature:_____

Date:_____

**Superintendent of the Gadsden County School District**

Name: Elijah Key, Jr.

Title: Superintendent

Signature:_____

Date:_____

**The Stepping Stone Group**

Name: Mike Angelo or Representative

Title: Authorized Representative

Signature:_____

Date:_____

# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 6/1/2026 5/13/2025

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 have ADDITIONAL INSURED provisions or 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<br>Lockton Companies, LLC<br>DBA Lockton Insurance Brokers, LLC in CA<br>CA license #0F15767<br>8110 E Union Ave., Ste. 100<br>Denver CO 80237<br>denver-certs@lockton.com | CONTACT NAME:<br>PHONE (A/C, No, Ext):<br>FAX (A/C, No):<br>E-MAIL ADDRESS: |
| INSURED<br>1487747<br>The Stepping Stones Group, LLC<br>184 High Street, Floor 7<br>Boston, MA 02110 | INSURER(S) AFFORDING COVERAGE — NAIC #<br>INSURER A : Evanston Insurance Company — 35378<br>INSURER B : --- SEE ATTACHMENT ---<br>INSURER C :<br>INSURER D :<br>INSURER E :<br>INSURER F : |

**COVERAGES** **CERTIFICATE NUMBER:** 17308475 **REVISION NUMBER:** XXXXXXX

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 INSD | SUBR WVD | POLICY NUMBER | POLICY EFF (MM/DD/YYYY) | POLICY EXP (MM/DD/YYYY) | LIMITS | |
|---|---|---|---|---|---|---|---|---|
| A | X COMMERCIAL GENERAL LIABILITY<br>CLAIMS-MADE [X] OCCUR<br>X Deductible: $25K<br>GEN'L AGGREGATE LIMIT APPLIES PER:<br>X POLICY [ ] PRO-JECT [ ] LOC<br>OTHER: | N | N | MKLV5PSM001448 | 6/1/2025 | 6/1/2026 | EACH OCCURRENCE<br>DAMAGE TO RENTED PREMISES (Ea occurrence)<br>MED EXP (Any one person)<br>PERSONAL & ADV INJURY<br>GENERAL AGGREGATE<br>PRODUCTS - COMP/OP AGG<br>$ | $ 1,000,000<br>$ 100,000<br>$ 5,000<br>$ 1,000,000<br>$ 3,000,000<br>$ 3,000,000<br>$ |
| A | AUTOMOBILE LIABILITY<br>ANY AUTO<br>OWNED AUTOS ONLY [ ] SCHEDULED AUTOS<br>X HIRED AUTOS ONLY [X] NON-OWNED AUTOS ONLY | N | N | MKLV5PSM001448 | 6/1/2025 | 6/1/2026 | COMBINED SINGLE LIMIT (Ea accident)<br>BODILY INJURY (Per person)<br>BODILY INJURY (Per accident)<br>PROPERTY DAMAGE (Per accident)<br>$ | $ 1,000,000<br>$ XXXXXXX<br>$ XXXXXXX<br>$ XXXXXXX<br>$ XXXXXXX |
| B | X UMBRELLA LIAB [X] OCCUR<br>EXCESS LIAB [X] CLAIMS-MADE<br>DED RETENTION $ | N | N | See Attachment | 6/1/2025 | 6/1/2026 | EACH OCCURRENCE<br>AGGREGATE<br>$ | $ 5,000,000<br>$ 5,000,000<br>$ XXXXXXX |
| | WORKERS COMPENSATION AND EMPLOYERS' LIABILITY<br>ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N<br>(Mandatory in NH)<br>If yes, describe under DESCRIPTION OF OPERATIONS below | N / A | | NOT APPLICABLE | | | [ ] PER STATUTE [ ] OTH-ER<br>E.L. EACH ACCIDENT<br>E.L. DISEASE - EA EMPLOYEE<br>E.L. DISEASE - POLICY LIMIT | $ XXXXXXX<br>$ XXXXXXX<br>$ XXXXXXX |
| A | Professional Liab. | N | N | MKLV5PSM001448 | 6/1/2025 | 6/1/2026 | $1M Per Claim<br>$3M Agg/Ded: $25K | |
| A | Sexual & Molestation Covg. | | | MKLV5PSM001448 | 6/1/2025 | 6/1/2026 | $1M Per Claim<br>$1M Agg/Ded $150K | |

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
See Attached Named Insured List. Professional Liability Claims-Made Retro Date: 07/01/2007. Sexual Abuse & Molestation Claims-Made Retro Date: 07/01/2007. Retro Dates vary by entity.

**CERTIFICATE HOLDER**

17308475
Gadsden County School District
35 Martin Luther King Jr. Blvd
Quincy FL 32351

**CANCELLATION** See Attachments

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

© 1988-2015 ACORD CORPORATION. All rights reserved.


The ACORD name and logo are registered marks of ACORD

## SSG Additional Named Insured List

Autism Intervention Professionals, LLC
Behavioral Learning Center – CO, Inc.
Behavioral Learning Center, Inc.
Best Life Therapy II, LLC
Building Blocks Behavior Consultants, LLC
Catalyst Speech, LLC
Center for Behavioral, Educational & Social Therapies (C.B.E.S.T.)
City Sounds of NY - Speech Language Development Center Inc; City Sounds of NY ; City Sounds of NY Speech Language
Constellations Behavioral Holdings, Inc.
Constellations Behavioral Services, LLC
EBS Children's Institute, LLC
EBS Children's Therapy- GA, LLC
EBS Educational Based Services, dba EBS Early Intervention
EBS Group LLC
EBS Healthcare, LLC
EBS Learning, LLC
Ed Sped Solutions, LLC
ERA Psychological Services, Inc.
Green Celtics Holdings LP
Green Celtics Intermediate Inc.
Green Celtics Parent Inc.
Green Celtics Purchaser Inc.
HM Systems, Inc.
Integrated Speech Solutions II, LLC
Kinetic Pediatric Therapy
MBS MidCo, LLC
New England ABA LLC
Positive Behavioral Solutions, LLC
San Diego County SPS, LLC
SSG HoldCo, LLC
SSG Intermediate HoldCo, LLC
SSG Investment HoldCo Inc.
SSG New York, LLC
SSG School of Psychology and Mental Health, PC
STAR of CA, LLC
Stepping Stones Healthcare Services, LLC
The Futures HealthCore, LLC
The Perfect Playground OT, PT, & SLP PLLC
The Stepping Stones Autism Services Group LLC
The Stepping Stones Group LLC
Therapy for Kids, LLC. dba: Gallagher Pediatric Therapy; dba: GPT Staffing
Therapy Time L.L.C.

**MARKEL** **POLICY NUMBER: MKLV5PSM001448**

**THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**

# BLANKET ADDITIONAL INSURED - PROFESSIONAL LIABILITY WITH PRIMARY NON-CONTRIBUTORY WHEN REQUIRED BY CONTRACT

This endorsement modifies insurance provided under the following:

SPECIFIED MEDICAL PROFESSIONS PROFESSIONAL LIABILITY INSURANCE COVERAGE PART
SPECIFIED MEDICAL PROFESSIONS PROFESSIONAL LIABILITY INSURANCE POLICY

In consideration of the premium paid, it is hereby understood and agreed that the policy is amended as follows:

**A.** Section The Insured is amended to include as an additional insured any natural person or legal entity to whom the Named Insured is obligated by written contract or agreement to provide coverage as an additional insured, but only with respect to Claims that:

**1.** Arise out of the conduct of Professional Services rendered or that should have been rendered by an Insured that is not an additional insured; and

**2.** Are otherwise covered herein;

Provided such written contract or agreement was executed prior to the act, error, or omission in Professional Services for which coverage is sought.
However, the insurance provided to the additional

insured: **a.** Only applies to the extent permitted by law;

**b.** Will not be broader than that which the Named Insured is required by the written contract or agreement to provide for such additional insured.

When coverage does not apply for the Named Insured, no coverage or defense will apply for the additional insured.

**B.** With respect to the insurance afforded to the additional insured, Section Limits Of is amended as follows:

**1.** P **SPECIFIED MEDICAL PROFESSIONS PROFESSIONAL LIABILITY INSURANCE COVERAGE PART** is replaced by the following:

**C. Limit of Liability-Reduction for Refusal to Settle:** The Company shall not settle any Claim against the additional insured without the consent of the first Named Insured. If, however, the first Named Insured shall refuse to consent to any settlement recommended by the Company and shall elect to contest the Claim or continue any legal proceedings in connection with such Claim, then the Company's liability for the Claim shall not exceed the amount for which the Claim could have been so settled including Claim Expenses incurred up to the date of such refusal. Such amounts are subject to the provisions of the above Limits of Liability A. and B.

**2.** The following is added:

The most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the written contract or agreement; or
2. Available under the applicable limits of liability;

Attachment Code: D659577 Master ID: 1487747; Certificate ID: 1730479

This endorsement shall not increase the applicable Limits of Liability stated in the Declarations.

**C.** The following is added to Section Defense And Claim Expenses in the **SPECIFIED MEDICAL PROFESSIONS PROFESSIONAL LIABILITY INSURANCE COVERAGE PART** and Section Defense, Settlements And Claim Expenses in the **SPECIFIED MEDICAL PROFESSIONS PROFESSIONAL LIABILITY INSURANCE POLICY:**

The Company's obligation to provide defense shall not be severable with respect to the additional insured and all other Insureds hereunder.

With respect to the additional insured and any other Insured hereunder, all Insureds will be represented by the same attorney unless mutual representation is prohibited by law or by any applicable professional code of conduct.

**D.** With respect to coverage provided to the additional insured by this endorsement, the first paragraph under **E.** Other Insurance of COMMON POLICY CONDITIONS is replaced by the following:

This insurance shall be in excess of the applicable Deductible stated in the Declarations, and primary and noncontributory over any other insurance available to the additional insured provided that:

**1.** The additional insured is a Named Insured under such other insurance; and

**2.** The Named Insured has agreed in a written contract or agreement that this insurance would be primary and noncontributory over any other insurance available to the additional insured;

unless such other insurance is written only as specific excess insurance over the Limits of Liability provided in this policy.

If the Named Insured has not agreed in a written contract or agreement that this insurance would be primary and noncontributory, this insurance shall be in excess of the applicable Deductible stated in the Declarations and shall be excess over, and will not contribute with, any other insurance available to the additional insured whether such other insurance is stated to be primary, contributory, excess, contingent or otherwise, unless such other insurance is written only as specific excess insurance over the Limits of Liability provided in this policy.

All other terms and conditions remain unchanged.



POLICY NUMBER: MKLV5PSM001448

MARKEL

# EVANSTON INSURANCE COMPANY

**THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**

## ADDITIONAL INSURED – GENERAL LIABILITY WITH PRIMARY NON-CONTRIBUTORY AND SEPARATION OF INSUREDS WHEN REQUIRED BY CONTRACT – SCHEDULED

This endorsement modifies insurance provided under the following:

SPECIFIED MEDICAL PROFESSIONS GENERAL LIABILITY INSURANCE COVERAGE PART – CLAIMS MADE COVERAGE
SPECIFIED MEDICAL PROFESSIONS GENERAL LIABILITY INSURANCE COVERAGE PART – OCCURRENCE COVERAGE

**SCHEDULE**

| Name of Additional Insured Person Or Organization: | **As required by written contract** |
|---|---|

In consideration of the premium paid, it is hereby understood and agreed that this policy is amended as follows:

**A.** Section THE INSURED is amended to include as an additional insured the Person Or Organization shown in the Schedule of this endorsement provided that the Named Insured is obligated by written contract or agreement to provide coverage to such Person or Organization as an additional insured, but only with respect to liability for Bodily Injury, Property Damage, or Personal and Advertising Injury caused, in whole or in part, by the Named Insured's acts or omissions or the acts or omissions of those acting on the Named Insured's behalf in connection with the Specified Products, Goods, Operations Or Premises shown in Item **4.** of the Declarations.

However, the insurance afforded to such additional insured:

**1.** Only applies to the extent permitted by law;

**2.** Will not be broader than that which the Named Insured is required by written contract or agreement to provide for such additional insured, if coverage is provided to the additional insured pursuant to a written contract or agreement; and

**3.** Applies solely to Claims first made against the Insured during the Policy Period or Extended Reporting Period, if purchased, if the Named Insured's coverage is claims made.

When coverage does not apply to the Named Insured because of any exclusion, condition, or limitation contained in this policy, no coverage or defense will apply for the additional insured.

No coverage applies to such additional insured for Bodily Injury, Property Damage, or Personal and Advertising Injury to any Employee of the Named Insured or to any obligation of the additional insured to indemnify another because of Damages arising out of such injury.

**B.** With respect to the insurance afforded to the additional insured, the following is added to Section LIMITS OF LIABILITY:

The most we will pay on behalf of the additional insured is the amount of insurance:

**1.** Required by written contract or agreement, if any; or

**2.** Available under the applicable Limits of Liability;

whichever is less.

This endorsement shall not increase the applicable Limits of Liability stated in the Declarations.

**C.** With respect to coverage provided to the additional insured by this endorsement, Common Policy Conditions is amended as follows:

**1.** The first paragraph under **E.** Other Insurance is replaced by the following:

This insurance shall be in excess of the applicable Deductible stated in the Declarations, and primary and noncontributory over any other insurance available to the additional insured provided that:

**1.** The additional insured is a Named Insured under such other insurance; and

**2.** The Named Insured has agreed in a written contract or agreement that this insurance would be primary and noncontributory over any other insurance available to the additional insured;

unless such other insurance is written only as specific excess insurance over the Limits of Liability provided in this policy.

If the Named Insured has not agreed in a written contract or agreement that this insurance would be primary and noncontributory, this insurance shall be in excess of the applicable Deductible stated in the Declarations and shall be excess over, and will not contribute with, any other insurance available to the additional insured whether such other insurance is stated to be primary, contributory, excess, contingent or otherwise, unless such other insurance is written only as specific excess insurance over the Limits of Liability provided in this policy.

**2.** The following Condition is added:

**SEPARATION OF INSUREDS**

Except with respect to the Limits of Liability, and any rights or duties stated in Condition **N.** Authorization, this insurance applies:

**1.** As if each Named Insured were the only Named Insured; and

**2.** Separately to each Insured against whom a Claim is made or a suit is brought;

but only when required by a written contract or agreement.

All other terms and conditions remain unchanged.

POLICY NUMBER: **MKLV5PSM001448**

**MARKEL**

**THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**

# WAIVER OF SUBROGATION FOR SCHEDULED ADDITIONAL INSURED(S)

This endorsement modifies insurance provided under the following:

SPECIFIED MEDICAL PROFESSIONS PROFESSIONAL LIABILITY INSURANCE COVERAGE PART
SPECIFIED MEDICAL PROFESSIONS PROFESSIONAL LIABILITY INSURANCE POLICY
SPECIFIED MEDICAL PROFESSIONS GENERAL LIABILITY INSURANCE COVERAGE PART – OCCURRENCE COVERAGE
SPECIFIED MEDICAL PROFESSIONS GENERAL LIABILITY INSURANCE COVERAGE PART – CLAIMS MADE COVERAGE

**SCHEDULE**

Name Of Additional Insured Person(s) Or Organization(s): **As required by written contract**

In consideration of the premium paid, it is hereby understood and agreed that the following is added to Section **H.** Subrogation of COMMON POLICY CONDITIONS:

The Company shall not exercise such rights of recovery against the additional insured person(s) or organization(s) stated in the Schedule of this endorsement.

All other terms and conditions remain unchanged.

Stepping Stones Healthcare Services, LLC

**$5M Umbrella/Excess Liability Policies above Primary Policies:**

| Carrier | Policy Number | Limits |
|---|---|---|
| Evanston Insurance Company | MKLV5UHC000010 | $2mil lead over Primary |
| Texas Insurance Company | BFLXAHTMA011500_022965_01 | $2mil xs lead $2mil |
| QBE Specialty Insurance Company | 140002626 | $1mil xs $4mil |

Above policies sit over:

General Liability- Occurrence
Hired – Nonowned Auto - Occurrence
Employer's Liability - Occurrence
Professional Liability - Claims Made
Sexual Misconduct - Claims Made

Gadsden County School District
35 Martin Luther King Jr. Blvd
QuincyFL32351

Dear The Stepping Stones Group, LLC certificate holder:

In an effort to meet demand for instant electronic delivery of certificates, Lockton Companies now provides paperless delivery of Certificates of Insurance. Thank you for your patience and willingness to help us lessen our environmental footprint.

To fulfill your certificate delivery, we need your email address. Please contact us via one of the methods below with your Holder ID number, email address, and phone number in the event we have any questions.

**Your Holder ID number is 17308475.**

- Email: SteppingStonescertrequests@lockton.com
- Toll-free automated phone service: 866-218-4018

If this certificate is no longer needed or valid, please notify us.

Thank you,

Lockton Companies

## ASHLEY IPPOLITO

## License Number: SZ12312

*Data As Of 7/15/2025*

| | |
|---|---|
| Profession | Provisional Speech-Language Pathologist |
| License | SZ12312 |
| License Status | Clear/ |
| License Expiration Date | 6/23/2026 |
| License Original Issue Date | 09/23/2024 |
| Address of Record | 1420 N Meridian Road #115<br>TALLAHASSEE, FL 32303 |
| Discipline on File | No |
| Public Complaint | No |

## Secondary Locations

No secondary locations found.

## Discipline/Admin Action

### Emergency Actions

No Emergency Actions Found

### Discipline Cases

No Discipline Found

### Public Complaints

No Public Complaint Found

If a link does not appear for the case number, we do not have a scanned copy of the final order available in our database. To obtain a paper copy, please contact Public Records by clicking the link below:

Discipline Public Records Request

You may also contact Public Records by telephone at (850) 245-4252, option 4 or by written correspondence at:
Division of Medical Quality Assurance
Public Records
4052 Bald Cypress Way, Bin C01
Tallahassee, FL 32399-3251

Please include the following:
1. Full name and license number of the practitioner;
2. Name and address where documents are to be sent; and
3. If you require certification of the documents, a $25 fee will be charged, in addition to the duplicating charges. Certification of the requested records will not be done unless specifically requested. An invoice will be sent to you and payment will be expected within thirty days. Upon receipt of payment, material will be sent to you.

The information on this page is a secure, primary source for license verification provided by the Florida Department of Health, Division of Medical Quality Assurance. This website is maintained by Division staff and is updated immediately upon a change to our licensing and enforcement database.

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8g

**DATE OF SCHOOL BOARD MEETING:** August 26, 2025

**TITLE OF AGENDA ITEM:**
Memorandum of Understanding between PanCare of Florida, Inc., and the School Board of Gadsden County.

**DIVISION:**
Exceptional Student Education

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

**PURPOSE AND SUMMARY OF ITEM:**
This agreement provides the School Telehealth Program provision of: school health nursing services, mental/behavioral health services (acute health conditions), chronic disease management and social/emotional health promotion at the designated schools within the Gadsden School District.

**FUND SOURCE:** N/A

**AMOUNT:**

**PREPARED BY:** Kesandra Brown KB

**POSITION:** Director of Exceptional Student Education and Student Services

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 11, 12

CHAIRMAN'S SIGNATURE: page(s) numbered 11, 12

SCHOOL BOARD ATTORNEY: page(s) numbered _____

8/12/25
dc

**This form is to be duplicated on light blue paper.**

REVIEWED BY: _____

**This agreement shall take effect upon receipt of signatures and may be terminated or revised at the request of either party.**

**Superintendent of Gadsden School District**

Name:_____

Title:_____

Signature:_____

Date:_____

**Chairman of Gadsden School District Board**

Name:_____

Title:_____

Signature:_____

Date:_____

MEMORANDUM OF UNDERSTANDING BETWEEN PANCARE OF FLORIDA, INC., AND THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

**THIS AGREEMENT** is made in Gadsden County by and between PANCARE OF FLORIDA, INC., a Florida not-for-profit corporation ("PanCare") and the SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA (hereinafter referred to as the "School Board") (Collectively the "Parties") (Individually a "Party").

**WHEREAS**, School Board of Gadsden County, Florida is a political subdivision of the State of Florida charged with the responsibility of operating the District's public-school system as established by Article IX, §4(b) of the Constitution of the State of Florida. Gadsden County School Board is comprised of (6) schools and (2,881) students.

**WHEREAS**, PanCare's Telehealth Program is a collaborative partnership among PanCare and the School Board.

**WHEREAS**, PanCare's Telehealth Program is a high-tech program designed to advance pediatric care for school children through enhanced access to pediatricians and healthcare providers.

**WHEREAS**, the Parties have agreed to enter into this Agreement to coordinate and facilitate the expansion of the School Telehealth Program for provision of school health nursing services and mental/behavioral health services for acute health conditions, chronic disease management and social/emotional health promotion at the designated school.

**NOW, THEREFORE**, for and in consideration of the mutual covenants and promises of the Parties, the Parties have agreed, and by these presents do agree, that they shall work together to achieve the terms and conditions hereinafter set forth below.

## I. RECITALS

The foregoing recitals are true and correct in all respects and are incorporated herein by reference.

## II. SCOPE OF SERVICES

1. PanCare agrees to:

   a) Provide School Telehealth Program including medical and mental/behavioral health consultative services at Stewart Street Elementary School, George W Munroe Elementary School, Greensboro Elementary School, Havana Magnet School, West Gadsden Middle School, and James A Shanks Middle School (hereinafter referenced as the "School").

b) Schedule virtual appointments for students with a licensed medical, mental, or behavioral health professional. (NP, PA, MD, DO, LCSW, LCP, LMHC).

c) Provide proper clean-up and disposal of medical waste and other items generated by PanCare's activities in the school clinic at the end of each working day.

d) Collaborate with School Board in identifying clinic space in each listed school.

e) Provide follow-up care to students serviced, as needed.

f) Provide School Telehealth Program including consultative school health services to include telehealth virtual visits, trainings, and guidance to students, parents, and school personnel. PanCare will provide mental and behavioral health counseling services, including parent consultation, staff consultation and referrals for assistance and support with social and emotional health needs.

g) Confirm parental consent prior to providing healthcare services to any student. As used throughout this Agreement, the term "parent" is inclusive of parents and legal guardians. Ensure the parents of students receiving services have given consent for the students to receive the applicable Telehealth services.

h) Provide case management and case records documentation. Must maintain case records that indicate all contacts including follow up information and encounters with students.

i) Provide clinic supplies, including but not limited to, Band-Aids, gloves, gauze, exam table, and exam table coverings, at participating school.

2. School Board agrees to:

a) Provide to PanCare access to the Schools' facilities for the implementation of the School Telehealth Program services.

b) Provide one private, noise controlled, and dedicated clinic space for provision of School Telehealth services at the School.

c) Provide active network connections for PanCare to provide Telehealth services.

d) Provide to PanCare access to student's medical records upon receipt of consent from a parent.

e) In collaboration with PanCare, determine the School Telehealth Program business hours considering the service needs of the school.

f) At the School where services are to be provided, send to all students' parents consent forms for the provision of School Telehealth services.

g) Allow PanCare to store school health equipment at the school where Telehealth services are provided. Provide the keys to the clinic to PanCare. PanCare understands that school personnel will also have keys to the clinic.

h) Provide live access for electronic health records. PanCare employees having access to such records shall at all times abide by state and federal laws and access only those students' records for which they have a lawful purpose to do so. As stated in sub-section II.3. below, PanCare is responsible for its employees and agents' compliance.

i) Provide AED (automated external defibrillator) equipment at the school.

3. The Parties agree to:

Comply with all laws, rules, regulations, codes, ordinances, policies, and licensing requirements, if required, for performance of any work under this Agreement. The Parties must also comply with sections 1002.022 and 743.0645, Florida Statutes, the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and HIPPAA, as amended from time to time.

Pursuant to the terms of this Agreement, PanCare may receive from the School Board records that are exempt from public release, including but not limited to, personally identifiable student information, the confidentiality of which is protected under the Family Educational Rights and Privacy Act (FERPA) as well as under Sections 1002.22 and 1002.221, Florida Statutes. **PanCare acknowledges and agrees that it may use such information only for the purposes for which the disclosure was made and may not disclose the information to any other party without the prior written consent of the School Board.** PanCare shall not allow anyone, including PanCare employees, to obtain access to personally identifiable information from education records, or other exempt records, except in strict accordance with the requirements, if any, established by the School Board in writing. Upon termination of the Agreement, PanCare shall, at the election of the School Board, either destroy or return to the School Board, all such information in its possession, if any, and confirm the same in writing to the School Board.

PanCare and its officers, employees, agents, representatives, contractors, and subcontractors shall fully comply with the requirements FERPA, §§ 1002.22, 1002.221, Fla. Stat. or any other federal or Florida law or regulation, regarding confidentiality of student information and records. Further, PanCare for itself and its officers, employees, agents, representatives, contractors, or sub-contractors,

shall fully indemnify and hold the School Board and its officers and employees harmless for any violation of this covenant, including but not limited to defending the School Board and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the School Board, or payment of any and all cost(s), damage(s), judgment(s), or loss(es) incurred by or imposed upon School Board arising out of the breach of this covenant by the vendor, or an officer, employee, agent, representative, contractor, or sub-contractor of the vendor to the extent and only to the extent that the vendor or an officer, employee, agent, representative, contractor, or subcontractors of the vendor shall either intentionally or negligently violate the provisions of this covenant or FERPA, §§ 1002.22, 1002.221, Fla. Stat. This provision shall survive the termination of or completion of all performance or obligations under this agreement and shall be fully binding upon PanCare until any proceeding brought on account of this covenant is barred by any applicable statute of limitations.

## III. REVENUE GENERATED

The Parties may not charge any fees to students for services provided.

## IV. FACILITIES EQUIPMENT AND SUPPLIES

a) During the term of this Agreement, School Board will provide AED equipment.

b) School Board must ensure that facility or listed school is adequate and maintained.

c) Supplies required to operate the School Telehealth clinic and equipment will be supplied by PanCare.

d) PanCare will notify the School Board in writing a minimum of 30 days prior to making any changes in location, which shall affect the Parties' ability to contact the other parties by telephone, facsimile transmission, or in writing.

e) PanCare is responsible for the procurement of the Telehealth equipment necessary for the provision of Telehealth services.

## V. AMENDMENT

This Agreement may only be altered or amended by a writing signed by all the Parties.

## VI. EFFECTIVE TERM

This Agreement shall commence on the date of execution and expire on the 31st day of July 2026.

## VII. TERMINATION BY EITHER PARTY

a) Termination at Will: This Agreement may be terminated by either Party upon no less than 30 calendar days' notice in writing to the other party, without cause, unless a lesser time is mutually agreed upon in writing by the Parties. The notice must be delivered by certified mail, return receipt requested, or in person with proof of delivery.

b) Termination for Breach: This Agreement may be terminated for any Party's non-performance upon no less than 10 business days' notice in writing to the other Party. Waiver of breach of any provisions of this Agreement will not be deemed to be a waiver of any other breach and will not be construed to be a modification of the terms of this Agreement.

## VIII. LIABILITY AND INSURANCE

a) PanCare agrees to indemnify, hold harmless and defend the School Board from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of PanCare arising out of or in connection with the provisions of this Agreement. PanCare, at its own expense, and upon written request by School Board, agrees to defend any suit, action or demand brought against the School Board on any claim or demand arising out of, resulting from or incidental to PanCare's performance under this Agreement. The School Board is self-insured and has sovereign immunity as set forth in Section 768.28, Florida Statutes. Subject to the limitations of Florida Statute 768.28, School Board agrees to indemnify, hold harmless and defend PanCare from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of the School Board arising out of or in connection with the provisions of this agreement. School Board, at its own expense, and upon written request by PanCare, agrees to defend any suit, action or demand brought against PanCare on any claim or demand arising out of, resulting from or incidental to School Board's performance under this Agreement. PanCare and the School Board agree to be fully responsible for their own acts of negligence, or its agents' negligence, when acting within the scope of their employment, and agree to be liable for any damages resulting from said negligence. Nothing herein is intended to serve as a waiver of sovereign immunity by any Party to which sovereign immunity may be applicable. Nothing herein shall be construed as consent by a state agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any Agreement, as defined in §768.28 Florida Statutes.

b) School Board agrees to be fully responsible for its own acts of negligence, or its agents' negligence, when acting within the scope of their employment, and agree to be liable for any damages resulting from said negligence. Nothing herein is intended to serve as a waiver of sovereign immunity by any Party to which sovereign immunity may be applicable. Nothing herein shall be construed as consent by a state agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any Agreement, as defined in §768.28 Florida Statutes.

c) PanCare shall maintain, throughout the term of this Agreement and any renewals, general liability insurance in an amount of not less than $1,000,000.00 per occurrence, $3,000,000.00 aggregate covering its activities pursuant to this Agreement. The policy shall be obtained from a liability insurance carrier rated A or higher, under a policy approved for use in the State of Florida. The policy shall contain an evidence/endorsement providing physical and sexual abuse and molestation coverage. PanCare shall provide the School Board with a Certificate of Insurance naming "The School Board of Gadsden County, Florida, its officers, employees, and agents" as included in an additional insured endorsement to the general liability policy as an additional insured under PanCare's policy and unconditionally entitling the School Board to thirty days' notice of cancellation of such policy or any of the coverage provided by such policy.

d) The Parties agree to provide all insurance which may be required or necessary for this Agreement as determined in accordance with Federal, State and local laws and regulations; as well as follow all regulatory mandates from Federal, State and local Health agencies. The Parties shall hold such insurance at all times during the existence of this Agreement.

e) The provisions of this section shall survive the expiration or termination of this Agreement.

## IX. CONFIDENTIALITY AND INFORMATION SECURITY

a) The Parties shall maintain confidentiality of all data, files, and records including client records related to the services provided pursuant to this Agreement and shall comply with state and federal laws. Procedures must be implemented by the Parties to ensure the protection and confidentiality of all confidential matters. These procedures shall be consistent with the Department of Health Information Security Policies, Protocols, and Procedures, as amended, which are incorporated

herein by reference and the receipt of which is acknowledged by PanCare and School Board.

b) As required by Florida Statutes and the Health Insurance Portability and Accountability Act (HIPAA), the Parties shall have procedures in place which ensure access only to those persons authorized to review or receive the contents; assurance that patients interviews, assessments, or discussions pertaining to the patient take place in a confidential setting; and assurances that patient's permission for release of confidential information is obtained.

c) The Parties will comply with the Health Insurance Portability Accountability Act, as well as all regulations promulgated there under.

d) PanCare understands and agrees that it is subject to all federal and state laws and School Board Policies relating to the confidentiality of student information. PanCare further agrees to comply with the Family Educational Rights and Privacy Act ("FERPA"), 34 C.F.R. §99 et. seq. PanCare shall regard all student information as confidential and will not disclose the student information to any third party.

## X. NOTICES

All notices to be given under this Agreement shall be in writing, sent via e-mail, by courier, or by certified mail, return receipt requested, postage prepaid, to the following addresses:

1. If to PanCare:

Alex Veras
Chief Operating Officer PanCare
of Florida, Inc.
403 E. 11th Street
Panama City, Florida 32401
850-747-5599

2. If to the School Board:

_____ District Schools Attention:

With a copy to:

## XI. BACKGROUND CHECK

a) PanCare shall ensure that its staff is background screened in accordance with section 381.0059, Florida Statutes, and must follow all applicable laws.

b) In accordance with the requirements of §1012.465, §1012.32, and §1012.467, Florida Statutes, PanCare agrees that each of its employees, representatives, agents, subcontractors or suppliers who is permitted access on school grounds when students are present, who has direct contact with students or who has access to or control of school funds must meet Level II screening requirements as described in the above-referenced statutes and School Board Policies. As such, background and criminal history checks must be completed, and results must be cleared by School Board prior to any employee or agent beginning work pursuant to this Agreement. Further upon clearance, the School Board will issue a photo identification badge, which shall be worn by the individual at all times while on School Board property when students are present. PanCare agrees to bear any and all costs associated with acquiring the required background screening and in obtaining the required photo identification badge.

## XII. INDEPENDENT CAPACITY OF THE PARTIES

It is mutually agreed and understood that the services provided by PanCare to School Board pursuant to this Agreement are rendered by PanCare to School Board as an independent contractor, and nothing contained in this Agreement shall be construed as creating an employer/employee, partnership, joint venture, or principal/agent relationship between School Board and PanCare. In this regard, neither PanCare nor any of PanCare's agents, representatives, employees or independent contractors shall be deemed to be employed by School Board for purposes of any tax or contribution levied by, under or in accordance with any federal, state or local laws with respect to employment or compensation for employment, or for any purpose whatsoever. In addition, neither PanCare nor any of its employees, agents, representatives, or independent contractors shall be entitled to any fringe benefits, including participation in any health insurance, dental, retirement, or any other defined benefit or deferred compensation plans established or offered by School Board to or for the benefit of any of the School Board's employees. PanCare shall render services hereunder as an independent contractor, and any duties of PanCare arising out of this Agreement shall be owed solely to School Board (or its Affiliates) and not for the benefit of any third parties. PanCare shall not have any right or authority during the term of this Agreement to assume or create any obligations or responsibility, expressed or implied, on behalf of or in the name of School Board (or any of its Affiliates) in any way. PanCare covenants and agrees with School Board that PanCare shall pay when due all taxes or contributions levied by, or in accordance with, any federal, state or local law due with respect to any of PanCare's employees, agents or independent contractors for any and all purposes whatsoever.

## XIII. SUBCONTRACTORS

The Parties agree to neither assign the responsibility of this Agreement to another party nor subcontract any portion of this Agreement without prior written approval of all Parties. Any sub-license, assignment, or transfer otherwise occurring shall be null and void.

## XIV. SEVERABILITY

This Agreement contains all the terms and conditions agreed upon by the Parties. There are no provisions, terms, conditions or obligations other than those contained herein, and this Agreement shall supersede all previous communications, representations, or agreements, either verbal or written between the parties. If any term or provision of this Agreement is found to be illegal or unreasonable, the remainder of the Agreement shall remain in full force and effect, and such term or provision shall be stricken.

## XV. GOVERNING LAW

This Agreement shall be governed by the laws of the State of Florida applicable to agreements made and fully performed in Florida. Venue to address any dispute arising between the Parties from this Agreement shall lie in Gadsden County, Florida.

## XVI. WAIVER OF BREACH

Waiver of breach of any provisions of this Agreement shall not be deemed to be a waiver of any other breach and shall not be construed to be a modification of the terms of this Agreement. The provisions herein do not limit any Party's right to remedies at law or in equity.

## XVII. HEADINGS

The headings appearing in this Agreement have been inserted for the purpose of convenience and ready reference only. They do not purport to, and shall not be deemed to, define, limit, or extend the scope or intent of any of the provisions contained herein.

## XVIII. AGREEMENT INTERPRETATION

This Agreement shall not be construed against the preparing Party, but it shall be construed as if all Parties hereto jointly prepared this Agreement.

## XIX. ENTIRE AGREEMENT

The parties acknowledge that this Agreement expresses their entire understanding and agreement, and that there have been no warranties, representations, covenants or understandings made by either Party to the other except such as are expressly set forth in this section. The parties further acknowledge that this Agreement supersedes, terminates and otherwise renders null and void any and all prior agreements or contracts, whether written or oral, entered into between the Parties with respect to the matters expressly set forth in this Agreement.

## XX. PUBLIC RECORDS

The parties must keep and maintain public records, as defined by Chapter 119, Florida Statutes that are required by PanCare in order to perform the services required by this Agreement. Upon request from School Board's custodian of public records, PanCare will provide School Board with a copy of the requested public records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed that provided in Chapter 119, Florida Statutes, or as otherwise provided by law. Ensure that public records that are exempt or that are confidential and exempt from public record disclosure are not disclosed, except as authorized by law for the duration of this Agreement term and following completion of the Agreement if PanCare does not transfer the public records to School Board. Upon completion of the Agreement, PanCare shall transfer to School Board, at no cost, all public records in possession of PanCare or keep and maintain public records required by School Board to perform this Agreement. If PanCare transfers all public records to School Board upon completion of the Agreement, PanCare will destroy any duplicate public records that are exempt or confidential and exempt. If PanCare keeps and maintains public records upon completion of the Agreement, PanCare will meet all applicable requirements for retaining public records. All records stored electronically must be provided to School Board, upon request of the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board. The School Board may unilaterally terminate this Agreement if PanCare refuses to allow access to all public records made or maintained by PanCare in conjunction with this Agreement, unless the records are exempt from section 24(a) of Art. I of the State Constitution and section 119.07(1), Florida Statutes.

## XXI. FURTHER ACTS

Each party to this Agreement agrees to perform any further act and to execute, acknowledge, and deliver any documents, which may be reasonably necessary to carry out the provisions of this Agreement.

## XXII. EXECUTION IN COUNTERPARTS

This Agreement may be executed in counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

## XXIII. PARTIES' AUTHORITY

The Parties warrant and represent that they have authority to enter into this Agreement and any person signing it on any of the Parties' behalf has been duly authorized to execute this Agreement for the Party they are representing.

**IN WITNESS WHEREOF**, the undersigned agree to the terms and conditions specified in this eleven-page Agreement to be executed by their respective and duly authorized officers as of the day and year first above written.

**PanCare:**

**PanCare of Florida, Inc., a Florida not-for-profit corporation**

_____
Robert Thompson
President & CEO

Date: _____

**School Board:**

**The School Board of Gadsden County, Florida**

| | |
|---|---|
| _____ | _____ |
| (name) | (name) |
| Superintendent | Board Chair |
| Date: _____ | Date: _____ |

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8h

**DATE OF SCHOOL BOARD MEETING:** August 26, 2025

**TITLE OF AGENDA ITEM:**
Gadsden Mental Health Application: Mental Health Assistance Allocation Plan

**DIVISION:**
Exceptional Student Education

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

**PURPOSE AND SUMMARY OF ITEM:**
The Youth Mental Health Awareness Training (YMHAT) Plan and Mental Health Assistance Allocation (MHAA) Plan are to provide supplemental funding to the district so schools can establish and/or improve mental health care, awareness and training and offer a continuum of services. These allocations are appropriated annually to serve students and families through resources designed to foster quality mental health.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** KeSandra Brown

**POSITION:** Director of Exceptional Student Education and Student Services

---

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

**2** Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered **16**

CHAIRMAN'S SIGNATURE: page(s) numbered **16**

SCHOOL BOARD ATTORNEY: page(s) numbered _____

LR 08/12/25

**This form is to be duplicated on light blue paper.**

REVIEWED BY: _____

2025-26

HOPE
COMMUNICATION
RESILIENCE
WELLNESS
KINDNESS



FAMILY
POSITIVITY
AWARENESS
WELLNESS
MENTAL HEALTH

# Gadsden

## MENTAL HEALTH APPLICATION

***Mental Health Assistance Allocation Plan***

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

# Table of Contents

I. Introduction ..... 1

II. MHAA Plan ..... 2

A. MHAA Plan Assurances ..... 2

B. District Program Implementation ..... 6

C. Direct Employment ..... 11

D. MHAA Planned Funds and Expenditures ..... 14

E. District School Board Approval ..... 15

# I. Introduction

**Plan Purpose**

The purpose of the Mental Health Assistance Allocation (MHAA) is to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in responding to mental health issues; and connect children, youth and families who may experience behavioral health issues with appropriate services.

These funds are allocated annually in the General Appropriations Act to each eligible school district. Each school district shall receive a minimum of $100,000, with the remaining balance allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment.

Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. A charter school plan must comply with all of the provisions of this section, must be approved by the charter school's governing body, and must be provided to the charter school's sponsor. *(Section [s.] 1006.041, Florida Statutes [F.S.])*

**Submission Process and Deadline**

The application must be submitted to the Florida Department of Education (FDOE) by **August 1, 2025.**

**There are two submission options for charter schools:**

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

# II. MHAA Plan

## A. MHAA Plan Assurances

### 1. District Assurances

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.



Other sources of funding will be maximized to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).



Collaboration with FDOE to disseminate mental health information and resources to students and families.



A system is included for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.



Mental Health Assistance Allocation Plans for charter schools that opt out of the District's MHAA Plan are reviewed for compliance.



Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.



The MHAA Plan must be focused on a multi-tiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. Section 1006.041, F.S.



District assessment procedures, at a minimum, include the use of an approved assessment tool as required by Senate Bill 1620 (effective July 1, 2025).



## 2. School Board Policies

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

School-based mental health services are initiated within 15 calendar days of identification and assessment.

Community-based mental health services are initiated within 30 calendar days of referral.

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-4.0010, Florida Administrative Code.

Assisting a mental health services provider or a behavioral health provider as described in s. 1006.041, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined in s. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school-sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

A system is in place to measure the program outcomes outlined in s.1006.041, F.S.

# B. District Program Implementation

## Evidence-Based Program (EBP) #1

**Evidence-Based Program (EBP)**
Zones of Regulation

Identify the source of the evidence-based program chosen.

*If there are multiple sources, please select only one.*

**Tier(s) of Implementation**
Tier 2, Tier 3

**Describe the key EBP components that will be implemented.**

The implementation of the *Zones of Regulation* framework incorporates several key evidence-based practices (EBPs) to support students in developing self-regulation skills. Students receive explicit instruction on the four zones, learning to identify emotions, triggers, and appropriate responses. Modeling and role play are used to demonstrate expected behaviors and provide opportunities for practice in a supportive setting. The use of visual supports, such as charts and check-in boards, reinforces understanding and promotes independence, especially for students with disabilities. Students are encouraged to engage in self-monitoring and reflection to build awareness of their emotional states and track their use of coping strategies. Positive reinforcement is integrated to reward appropriate emotional regulation, helping to strengthen desired behaviors. To ensure students can apply their skills in real-world situations, the program emphasizes generalization across settings, including classrooms, common areas, and the home environment. Ongoing coaching and collaborative problem solving provide students with timely support during challenging moments. Finally, family and staff training ensures consistency and reinforcement of strategies across all environments, enhancing the overall effectiveness of the program.

**Early Identification**
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

To improve the early identification and support of students experiencing social, emotional, or behavioral challenges, our district will implement a multi-tiered system of evidence-based mental health services with the *Zones of Regulation* framework as a core component. These services are designed to promote emotional awareness, self-regulation, and resilience, particularly for students

who may be at risk of developing mental health concerns such as depression, anxiety, substance use disorders, or suicidal ideation.

Our approach begins with early screening and identification, using universal behavior screeners and teacher observations to detect early signs of emotional or behavioral risk. Once identified, students will be supported through Tier 1 instruction that incorporates the *Zones of Regulation* curriculum in all classrooms. This universal, evidence-based framework helps students learn to recognize and label emotions, understand triggers, and apply healthy coping strategies. The color-coded zones provide a simple and consistent language for students to express their emotional states and seek help when needed, which is particularly effective for students experiencing trauma, violence, or chronic stress.

For students requiring more targeted support (Tier 2), small group interventions will focus on social-emotional skill-building, including self-monitoring, conflict resolution, and emotional regulation. These groups will also continue to use the Zones framework, reinforced with visual supports, role-playing, and scenario-based coaching. Mental health staff, such as school psychologists, counselors, and social workers, will collaborate with teachers to deliver these services and monitor student progress.

For students with more intensive needs (Tier 3), individualized supports and referrals to community-based mental health providers will be facilitated through established district partnerships. Trauma-informed practices will be integrated into all levels of support, including professional development for educators on recognizing and responding to trauma, crisis response protocols, and restorative practices.

To address risk factors associated with substance use and suicidal ideation, the district will incorporate Youth Mental Health Awareness Training alongside *Zones of Regulation* to provide direct instruction on coping skills, emotional regulation, and help-seeking behaviors. These services are designed to reduce stigma and empower students to identify their needs and connect with trusted adults.

Family engagement and staff training are also central to this model. Parents/Guardians will be offered workshops and resources to reinforce Zones strategies at home, and all school staff will be trained to use the Zones language and identify warning signs of distress. Through this comprehensive, multi-tiered, and evidence-based approach, our district will foster emotionally safe learning environments and improve the well-being of all students.

**High Risk Students**

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

To effectively support high-risk students, our district will implement a comprehensive, evidence-based mental health care system that delivers assessment, diagnosis, intervention, treatment, and recovery services, with the *Zones of Regulation* program serving as a foundational framework for emotional and behavioral regulation. This approach targets students with one or more mental health diagnoses

or co-occurring substance abuse disorders, as well as those identified as high-risk due to trauma, chronic stress, or environmental factors.

Assessment and diagnosis will begin with universal and targeted screenings conducted by trained school mental health professionals, using validated tools to identify early signs of emotional distress, behavioral concerns, or substance use risk. Students flagged as high-risk will undergo further assessment through structured clinical interviews and behavior rating scales to determine specific needs.

Intervention and treatment will be tiered to match student needs. The *Zones of Regulation* program will be embedded across all levels of support, starting with Tier 1 instruction to build emotional vocabulary, self-awareness, and coping strategies in all students. High-risk students will receive Tier 2 or Tier 3 supports, including small group or individual counseling that integrates Zones principles alongside evidence-based mental health practices such as Cognitive Behavioral Therapy (CBT), trauma-focused interventions, and substance use prevention models. These interventions will emphasize emotional regulation, trigger identification, and the use of calming or problem-solving strategies aligned with the Zones framework.

For students in need of clinical-level care, the district will coordinate with licensed community mental health and substance use providers. While these students receive external treatment, school-based staff will continue to reinforce Zones strategies to promote consistency and skill generalization across settings. This coordination supports treatment continuity and recovery, with structured re-entry supports and individualized plans for students returning from inpatient or intensive outpatient programs.

Throughout the process, students will participate in self-monitoring and goal setting using the Zones model to track emotional states, reflect on progress, and advocate for support. Families and staff will receive training to reinforce strategies at home and school, fostering a trauma-informed, supportive environment. By combining clinical care with the structured, visual, and student-friendly *Zones of Regulation* program, the district will provide high-risk students with a consistent and effective system of care that builds long-term emotional resilience and wellness.

## Evidence-Based Program (EBP) #2

**Evidence-Based Program (EBP)**
Social Skills Instruction

Identify the source of the evidence-based program chosen.

*If there are multiple sources, please select only one.*

**Tier(s) of Implementation**
Tier 1, Tier 2, Tier 3

**Describe the key EBP components that will be implemented.**

Social skills instruction will incorporate key evidence-based practice (EBP) components to ensure effective teaching and long-term skill development. Instruction will include explicit teaching, modeling, role-playing, and guided practice to help students learn and apply appropriate social behaviors. Immediate feedback and positive reinforcement will strengthen skill acquisition, while self-monitoring tools will promote reflection and independence. Visual supports and social narratives will aid comprehension, especially for students with autism. Peer-mediated strategies will encourage natural social interaction, and generalization across settings will help transfer skills to real-world contexts. Progress will be monitored through data collection to ensure continued growth and instructional effectiveness.

**Early Identification**

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Our district will implement a comprehensive, multi-tiered system of evidence-based mental health services to improve early identification and support for students with social, emotional, behavioral, or substance use concerns. Using universal screening tools and teacher referrals, we will proactively identify students at risk for mental health challenges, including depression, anxiety, suicidal ideation, and substance use disorders. Early intervention will be provided through school-based mental health professionals using evidence-based practices such as Cognitive Behavioral Therapy (CBT), trauma-informed care, and restorative practices.

For students exposed to trauma or violence, social-emotional learning (SEL) and social skills instruction will be integrated to support emotional regulation, resilience, and interpersonal relationships. Lessons will include modeling, role-playing, and feedback to help students develop communication, conflict resolution, and empathy skills. Mental health staff will collaborate with educators to implement social skills groups and individual interventions, using approaches like trauma-focused CBT and mindfulness practices to address underlying emotional needs.

These services will be embedded within the school day and coordinated through student support teams, ensuring ongoing monitoring and follow-up. By building students' coping mechanisms and reinforcing prosocial behavior, this approach enhances protective factors, reduces the escalation of mental health issues, and supports long-term well-being.

**High Risk Students**

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

School social workers and community-based mental health programs will collaborate to provide

evidence-based mental health care, including assessment, diagnosis, intervention, treatment, and recovery services for students with or at high risk for mental health or co-occurring substance abuse disorders. School social workers will identify at-risk students through screenings and teacher referrals, then coordinate care with community providers for diagnostic evaluations and therapeutic services. Social skills instruction will be integrated into interventions to support emotional regulation, communication, and peer relationships. These services will help students build resilience, manage symptoms, and recover in a supportive school environment.

# C. Direct Employment

## 1. Plan Direct Employment

*Total student population as of August 1, 2025* **4000**

**School Counselor**
Current Ratio as of August 1, 2025: **1:525**

**School Counselor**
2025-2026 proposed Ratio by June 30, 2026: **1:363**

**School Social Worker**
Current Ratio as of August 1, 2025: **1:467**

**School Social Worker**
2025-2026 proposed Ratio by June 30, 2026: **1:367**

**School Psychologist**
Current Ratio as of August 1, 2025: **1:1050**

**School Psychologist**
2025-2026 proposed Ratio by June 30, 2026: **1:1850**

**Other Licensed Mental Health Provider**
Current Ratio as of August 1, 2025: **0**

**Other Licensed Mental Health Provider**
2025-2026 proposed Ratio by June 30, 2026: **0**

## 2. Policy, Roles and Responsibilities

Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.

Direct employment of school-based mental health service providers including school psychologists, school social workers, school counselors, and other licensed mental health professionals will significantly reduce staff-to-student ratios by increasing the number of qualified professionals available to support students' mental health needs. By hiring these providers directly, the district can ensure more consistent, on-site access to services, allowing for earlier identification, intervention, and support. Lower staff-to-student ratios enable providers to deliver more individualized and timely care, conduct regular check-ins, and implement targeted interventions, ultimately improving student outcomes and reducing the burden on existing staff.

Describe your district's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).

The district will increase the number of School Social Workers, School Psychologists and Mental Health Professionals in the district as well as allocate additional resources to administrators as an avenue to provide School Counselors the opportunity to have increased time to provide mental health services.

Describe the role of school-based mental health providers and community-based partners in the implementation of your evidence-based mental health program.

Role of School-Based Mental Health Providers and Community Partners
In Gadsden County School District's evidence-based mental health program, both school based mental health providers and community based partners play vital, collaborative roles in supporting student well being.

School-Based Mental Health Providers including school social workers, school psychologists, school counselors, and other licensed professionals are responsible for early identification, assessment, and delivery of direct mental health services within the school setting. They provide counseling, crisis intervention, behavior support, and coordination of care for students with emotional, behavioral, or substance use concerns. These providers also lead mental health education efforts, implement social-emotional learning (SEL) and trauma-informed practices, and contribute to multi-tiered systems of support (MTSS) by offering tiered interventions based on student need.

Community Based Mental Health Partners complement school-based services by providing more

intensive or long-term treatment, including clinical therapy, psychiatric evaluations, and substance abuse counseling. They collaborate with school personnel to ensure smooth referrals, continuity of care, and wraparound supports for students and families. Community partners are essential for serving students whose needs extend beyond the school environment, especially in cases requiring specialized or outpatient services.

Together, these providers form an integrated support system that ensures students receive timely, culturally responsive, and evidence-based mental health care both in and beyond the school setting.

## 3. Community Contracts/Interagency Agreements

List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.

Apalachee Center - Individual Counseling/Family Therapy
Northwest Florida
DISC Village - Drug, Alcohol and Addiction Support
CCYS (Capital City Youth Services) - Individual and Group Counseling
Florida State University Multidisciplinary Center - Individual Group Counseling
Panhandle Therapy - Behavioral/Mental Health Counseling
2-1-1 Big Bend - Crisis Support

## 4. Employment Verification

### #1

No Document Uploaded

# D. MHAA Planned Funds and Expenditures

## 1. Allocation Funding Summary

| | |
|---|---|
| **MHAA funds provided in the 2025-2026 Florida Education Finance Program (FEFP):** | **357,077** |
| **Unexpended MHAA funds from previous fiscal years:** | **0** |
| **Grand Total MHAA Funds:** | **357,077** |

## 2. MHAA planned Funds and Expenditures Form

Please complete the **MHAA planned Funds and Expenditures Form** to verify the use of funds in accordance with s. 1006.041, F.S.

School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

**Uploaded Document:**
MHAA Plan - Planned Funds and Expenditures form 2025-2026 (Gadsden).pdf

# E. District School Board Approval

This application certifies that the School Superintendent and School Board approved the district's MHAA Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the MHAA in accordance with s. 1006.041(14), F.S.

**Note:** The charter schools listed below have ***Opted Out*** of the district's MHAA Plan and are expected to submit their own MHAA Plan to the District for review.

**Charter School Number and Name**
**9104** Crossroad Academy Charter School

**Approval Date:**
08/19/2025

**This agreement shall take effect upon receipt of signatures and may be terminated or revised at the request of either party.**

**Superintendent of Gadsden School District**

Name:_____

Title:_____

Signature:_____

Date:_____

**Chairman of Gadsden School District Board**

Name:_____

Title:_____

Signature:_____

Date:_____

**SUMMARY SHEET**

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8i

**DATE OF SCHOOL BOARD MEETING:** August 26, 2025

**TITLE OF AGENDA ITEM:** East Coast Technical Assistance Center (ECTAC) Agreement

**DIVISION:** Office of Professional Learning Services

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

**PURPOSE AND SUMMARY OF ITEM:**

To establish a partnership of support regarding the various federal grants (Title I, Title II (Part A), Title III, Title IV, and Title V. This contract will allow for support in developing applications, meeting state and federal requirements for monitoring and other pertinent information.

**FUND SOURCE:** Title II, Part A

**AMOUNT:** $4,840.00

**PREPARED BY:** Kameelah Weeks

**POSITION:** Director of Professional Learning

---

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

__2___ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) _7_____

CHAIRMAN'S SIGNATURE: page(s) _7_____

REVIEWED BY: _____

08/11/25

# AGREEMENT BETWEEN THE SCHOOL BOARD OF SEMINOLE COUNTY, FLORIDA, O/B/O EAST COAST TECHNICAL ASSISTANCE CENTER AND THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

This Agreement ("Agreement") is entered into between The School Board of Seminole County, Florida, (hereinafter called School Board), O/B/O East Coast Technical Assistance Center located at 400 E. Lake Mary Blvd., Sanford, Florida 32773-7127 and The School Board of Gadsden County, Florida, (hereinafter called Member District), located at 35 Martin Luther King Blvd., Quincy, Florida, 32351.

WHEREAS, the East Coast Technical Assistance Center (ECTAC) provides support and technical assistance to the Elementary and Secondary Education Act (ESEA) programs in the State of Florida; and

WHEREAS, the Member District wishes to enter into an agreement with the School Board, for support and technical assistance regarding its ESEA programs.

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

1. Term. This Agreement shall commence on the last date of approval by a party and shall terminate on June 30, 2026. Thereafter, the Agreement may be renewed for additional annual terms upon the mutual written consent of both parties.

2. Payment. The Member District agrees to pay to the School Board, the amount of $4,840 for services provided under this Agreement. The School Board shall submit an invoice after receipt of Member District purchase order, if applicable, and the Member District shall remit payment within forty-five (45) days of the invoice date.

3. Scope. In consideration of the payment set forth in paragraph 2 above, ECTAC shall provide support and technical assistance to the ESEA programs of the Member District. This support and technical assistance shall include program activities and deliverables in support of the approved district ESEA Project Applications as appropriate, and other services to be provided which are specified and attached hereto as Exhibit "A" and incorporated by reference. See also Exhibit "B", Operational Procedures incorporated herein by reference.

4. Termination. Either party may terminate this Agreement with or without cause upon 30 days' written notice to the other party. In the event of termination, the School Board shall immediately cease providing services as described in paragraph 3 above, and the Member District shall be entitled to a pro rata refund of funds paid in advance for the 2025-2026 school year, pursuant to paragraph 2

above.

5. Background Screening. The Parties agree to comply with all requirements of Sections 1012.32 and 1012.465, Florida Statutes, and all of their personnel who (1) are to be permitted access to school grounds when students are present, (2) will have direct contact with students, or (3) have access or control of school funds, will successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes. This background screening will be conducted by each party in advance of its personnel providing any services under the conditions described in the previous sentence. Each party shall bear its own cost of acquiring the background screening required by Section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to its personnel. The Parties acknowledge that Florida Statutes allow for an exception to mandatory background screening requirements where staff, employees, and/or agents which are permitted access on school grounds when students are present, or which have any direct contact with students, remain at all times within line-of-sight supervision by school personnel. The Parties agree that the failure to perform any of the duties described in this section shall constitute a material breach of this Agreement.

6. Governing Law. This Agreement shall be construed in accordance with the laws of the State of Florida. Any dispute with respect to this agreement is subject to the laws of Florida. Venue for any action shall be in the Circuit Court, Eighteenth Judicial Circuit, Seminole County, Florida or the United States District Court for the Middle District of Florida, Orlando Division.

7. Mutual Indemnification. Subject to the limitations of §768.28 Florida, each party to this agreement shall defend, indemnify and hold harmless the other party against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts or omissions, or willful misconduct of the indemnifying party's employees, agents, or officers to the extent that such acts are performed within the scope of the indemnifying party's employment or agency. Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable.

8. Notice. All notices required under this Agreement shall be in writing, and shall be sent by certified mail, return receipt requested or hand delivery. Notice given in any manner shall be effective only if and when received by the party to be notified. All notices to be given to the parties shall be sent to or delivered at the addresses set forth below:

| | |
|---|---|
| If to School Board of Seminole County: | Serita D. Beamon, Superintendent<br>The School Board of Seminole County, Florida<br>400 E. Lake Mary Blvd<br>Sanford, FL 32773-7127 |
| With a copy to: | Dr. Maria J. Longa, Director<br>East Coast Technical Assistance Center<br>400 E. Lake Mary Blvd.<br>Sanford, FL 32773-7127 |
| If to Member District: | Elijah Key, Jr, Superintendent<br>The School Board of Gadsden County, Florida<br>35 Martin Luther King Blvd.<br>Quincy, FL 32351 |

With a copy to:

Jeanettte Thomas, Director
Federal Programs
35 Martin Luther King Blvd.
Quincy, FL 32351

By giving the other party at least fifteen (15) days written notice, each party shall have the right to change its address and the name of its representative for notice purposes.

9. Entire Agreement. This Agreement constitutes the entire Agreement between the parties with respect to the matters covered by this Agreement. All prior negotiations, representations, and agreements not incorporated in this Agreement are canceled. This Agreement can be modified or amended only by a written document duly executed by the parties or their duly appointed representatives.

10. Authorization. Each party warrants and represents with respect to itself that neither the execution of this Agreement nor the performance of its obligations under this Agreement shall violate any legal requirement or other commitment or restriction to which it is a party or by which it is bound. Each party also warrants and represents, with respect to itself, that the execution of this Agreement and the performance of its obligations under this Agreement shall not require any consent, vote, or approval which has not been obtained, or at the appropriate time shall not have been given or obtained. Each party agrees that it has or will continue to have throughout the term of this Agreement the full right and authority to enter into this Agreement and to perform its obligations. Upon written request, each party agrees to supply the other party with evidence of its full right and authority.

11. Access and Retention of Documents. Each party will, upon request, provide access to the other party, the Federal Grantor agency, the Comptroller General of the United States or any of their duly authorized representatives, to any books, documents, papers and records which are directly related to this project. Both parties to this Agreement will retain all records related to the services provided pursuant this Agreement, for five (5) years after the Member District has made final payments and all other matters between the parties in connection with this Agreement, are closed. Further, both parties agree to comply with s.119.0701, F.S., as applicable.

12. Copyrights. The parties are hereby notified that the federal awarding agency reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for federal government purposes: the copyright in any work developed under a grant, subgrant, or agreement under a grant or subgrant; and, any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support. Furthermore, the parties agree that the School Board has the right to make copies of any materials, whether in tangible or electronic means or media, that are delivered under the provisions of this Agreement for use within the School Board, for purposes related to the School Board, business, operations, the delivery of the educational program or to comply with the requirements of law, rule, policy or regulation.

13. Debarment. By signing this Agreement, the parties certify, to the best of their knowledge and belief, that they and their principals:

(a) Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by a federal department or agency.

(b) Have not, within the preceding five (5) year period, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or agreement under public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property.

(c) Are not presently indicted or otherwise criminally charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in the preceding paragraph (b).

(d) Have not within the preceding five (5) year period had one (1) or more public transactions (federal, state or local) terminated for cause or default.

(e) Are not presently, nor have been within the last three (3) years, listed on the convicted vendor list.

The parties agree to notify each other within thirty (30) days after the occurrence of any of the events, actions, debarments, proposals, declarations, exclusions, convictions, judgments, indictments, information, or terminations as described in paragraphs (a) – (e) above, with respect to the parties or their principals.

14. Public Records Act/Chapter 119 Requirements. The School Board and Member District agree to comply with the Florida Public Records Act (Chapter 119, Florida Statutes) to the fullest extent applicable, and shall, if this engagement is one for which services are provided, by doing the following:

(a) The School Board and Member District shall keep and maintain public records required by the other party to perform the service.

(b) The School Board and Member District shall upon request from the other party's custodian of public records, provide the requesting party with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed that provided in chapter 119, Florida Statutes or as otherwise provided by law;

(c) The School Board and Member District shall ensure that public records that are exempt or that are confidential and exempt from the public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the records are not transferred to the other party; and

(d) Upon completion of the contract and at the request of either party, the School Board and Member District shall transfer to the other party, at no cost, all public records in possession of the other party or keep and maintain the public records as required by law. All records stored electronically must be provided to the requesting party, in a format that is compatible with the information technology systems of the requesting party.

The parties agree that if either party fails to comply with a public records request, then the other party may enforce the Agreement provisions in accordance with the Agreement and as required by Section 119.0701, Florida Statutes.

**IF THE MEMBER DISTRICT HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE MEMBER DISTRICT'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE SCHOOL BOARD OF SEMINOLE COUNTY, FLORIDA'S CUSTODIAN OF PUBLIC RECORDS, CAROLYN BEDSOLE, MANAGER, IS PROJECT MANAGEMENT AT 407-320-0466, CAROLYN_BEDSOLE@SCPS.K12.FL.US, THE SCHOOL BOARD OF SEMINOLE COUNTY, FLORIDA, 400 EAST LAKE MARY BLVD., SANFORD, FLORIDA 32773.**

**IF THE SCHOOL BOARD OF SEMINOLE COUNTY, FLORIDA HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE SCHOOL BOARD OF SEMINOLE COUNTY, FLORIDA'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE MEMBER DISTRICT'S CUSTODIAN OF PUBLIC RECORDS, DAHLIA BIBB-MITCHELL, ADMINISTRATIVE ASSISTANT AT 850-627-9651 EXT. 1232, BIBB-MITCHELLD@GCPSMAIL.COM, GADSDEN COUNTY SCHOOL DISTRICT, 35 MARTIN LUTHER KING BLVD., QUINCY, FL 32351.**

15. Student Records. Although no student education records are anticipated to be disclosed pursuant to this Agreement, should either party come into contact with the other's education records during the course of contracted responsibilities, these records are confidential and protected by the Family Educational Rights and Privacy Act (FERPA) and state laws and may not be used or re-disclosed. Any use or re-disclosure may violate applicable federal and state laws.

16. Employee Records. Although no confidential medical or employee records are anticipated to be disclosed pursuant to this Agreement, should either party come into contact with the other's employee or medical records during the course of contracted responsibilities, these records may not be disclosed except in compliance with applicable federal and state laws or regulations.

17. Non-Discrimination. The parties shall not discriminate against any employee or participant in the performance of the duties, responsibilities, and obligations under this Agreement because of race, age, religion, color, gender, national origin, marital status, disability, sexual orientation or any other basis prohibited by law.

18. Equal Opportunity and Affirmative Action. The parties affirm that they are each equal opportunity and affirmative action employers and shall each comply with all applicable federal, state, and local laws and regulations pertaining thereto.

19. Unauthorized Alien Labor. The parties shall each comply with all federal and state laws, including but not limited to section 448.095, Florida Statutes, prohibiting the hiring and continued employment of aliens not authorized to work in the United States. The parties must not knowingly employ unauthorized aliens and should such violation occur shall be cause for termination of the Agreement. The parties will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of its new employees hired during the

contract term, and will further include in all subcontracts for subcontractors performing work or providing services pursuant to this Agreement the requirement that the subcontractor utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. The parties shall receive and retain an affidavit from the subcontractor stating that the subcontractor does not employ, contract with, or subcontract with an unauthorized alien. A party's knowing failure to comply with this subsection may result in termination of the Agreement.

20. Counterparts. This Agreement may be executed in two or more counterparts, each of which together shall be deemed an original, but all of which together shall constitute one and the same instrument. If any signature is delivered by facsimile transmission or by e-mail delivery of a "PDF" format data file, such signature shall create a valid and binding obligation of the party executing (or on whose behalf such signature is executed) with the same force and effect as if such facsimile or PDF signature page were an original thereof.

21. Assignment. Neither this Agreement nor any interest herein may be assigned, transferred or encumbered by any party without the prior written consent of the other party. There shall be no partial assignments of this Agreement including, without limitation, the partial assignment of any right to receive payments from Member District.

22. Required Instruction. In an effort to assure compliance with Florida Law, The School Board hereby agrees that the services provided under this Agreement will not include the teaching and/or training of content either in writing, verbally, or electronically that violates Florida Statute 1003.42(2) and Florida State Department of Education Rule 6A 1.094124. The teaching of and/or training of said content to teachers and/or students is prohibited, and any violation of the Statute or Rule shall be rounds for immediate termination of the Agreement between the parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first set forth above.

~~~ SIGNATURES FOLLOW ~~~
~~~

**THE SCHOOL BOARD OF SEMINOLE COUNTY, FLORIDA:**

By: Kristine L. Kraus
Kristine Kraus, Chair

Date Approved: March 11, 2025

**ATTEST:**

By: Serita D. Beamon
Serita D. Beamon, Superintendent

**THE SCHOOL DISTRICT OF GADSDEN COUNTY, FLORIDA:**

By: _____

Print Name: _____

Title: _____

Date: _____

**ATTEST:**

By: _____

Print Name: _____

Title: _____

## EXHIBIT A
## ECTAC SERVICES

The purpose of the East Coast Technical Assistance Center is to:

- assist in closing the academic achievement gap in Florida by providing technical assistance and advocacy to member school districts regarding programs contained in the Elementary and Secondary Education Act (ESEA) and
- maintain a network of school districts that collaborate on the implementation of ESEA programs.

The services include:

1. assisting member school districts in:
    a. the development and implementation of ESEA programs consistent with the requirements of ESEA and the related Florida State Statutes.
    b. the administration of ESEA programs, and building the capacity of district administrators and key staff (information systems, finance, food services, etc.) in the understanding of appropriate laws, rules, regulations, guidance, policies, and best practices through periodic professional development meetings and activities.
    c. the development and implementation of ESEA plans, project applications, and amendments to include schoolwide, targeted assistance, nonpublic, migrant, neglected and delinquent, school improvement, and others as requested.
    d. effectively utilizing ESEA resources, and other resources in the school improvement process.
    e. the implementation of effective instructional strategies and evidence-based best practices.
    f. building capacity for the effective engagement of families in the education of their children.
    g. identifying and recognizing high performing/high poverty schools for the purpose of networking and sharing effective practices across the state.
    h. accessing other collaborative service providers, such as the Bureau of Federal Educational Programs, the Grants Management Office, other Bureaus and Offices at the Florida Department of Education (FLDOE), United States Department of Education (ED), Florida Association of State and Federal Education Program Administrators (FASFEPA), National Association of Federal Education Program Administrators (NAFEPA), as well as other offices and organizations.
    i. advocating for the needs of the Local Educational Agencies (LEAs).
    j. making connections and building relationships with peers in other school districts across Florida for the purpose of professional learning and sharing successful strategies for increased program effectiveness.
    k. providing leadership and speaking opportunities for federal program staff through ECTAC projects events and Communities.
    l. other areas as necessary.
2. providing member meetings face-to-face and/or virtually.
3. providing an annual member services calendar.
4. providing an annual report to reflect on membership engagement and ECTAC outcomes.
5. partnering with FASFEPA to support two (2) forums per year, in addition to other educational organizations that impact the work of ESEA federal program administrators.

## EXHIBIT B
# OPERATING PROCEDURES

The name of the Center is the East Coast Technical Assistance Center (ECTAC). The Center may change its name by a simple majority vote of the membership.

**Purpose:**

The purpose of ECTAC is to:

- assist in closing the academic achievement gap in Florida by providing technical assistance and advocacy to member school districts regarding programs contained in the Elementary and Secondary Education Act (ESEA) and
- maintain a network of school districts that collaborate on the implementation of ESEA programs.

**Members:**

Membership in ECTAC is open to school districts in Florida.

**Advisory Council:**

An Advisory Council guides the proper development, approval, and execution of the operation of ECTAC.

**Advisory Council Members:**

The Advisory Council is composed of five (5) administrators that are representative of small, medium, and large school districts comprising the organization. Council members receive no compensation for their services. The number of Council members may be increased by vote of the general membership but will never be less than five (5).

**Election and Term of Advisory Council Members:**

Election of Advisory Council members will occur prior to the first meeting of the fiscal year. Council members will be elected by a simple majority vote of the membership. The terms are for two (2) years.

Vacancies will be filled by simple majority vote of the membership for the unexpired term. A Council member elected to fill a vacancy will be elected for the unexpired term of his/her predecessor in office and will serve until his/her successor is elected.

A Council member may be removed by a simple majority vote of the membership, at any regularly scheduled or special meeting of the membership, whenever in its judgment the best interests of the organization would be served thereby.

A Council member may resign from the Council at any time by giving notice in writing to the Council at least thirty (30) days before such resignation. No acceptance of such resignation will be

necessary to make it effective.

**Quorum of the Advisory Council:**

A simple majority of the Advisory Council members constitutes a quorum for the transaction of business. The act of a simple majority of Advisory Council members present at a meeting at which a quorum is present will be the act of the Council. Each Advisory Council member will have one vote and no proxy will be allowed.

**Meetings of the Council:**

An advisory council meeting will be held once a year at a time and location set by the Advisory Council, with additional meetings scheduled as needed. Minutes of the meetings are available upon request.

Action may be taken by the Advisory Council without a meeting if a simple majority of the Council members consent in writing through fax, mail, or by electronic mail to the action. Such actions will be filed with the Council minutes.

**Absence of Council Members:**

Each Council member is expected to communicate in advance of all Council meetings stating whether or not he/she is able to attend or participate by conference telephone or other agreed-upon means of communication. Any Council member who is absent from three (3) successive Council meetings will be deemed to have resigned due to non-participation, and his/her position will be declared vacant, unless the Council affirmatively votes to retain that member.

**Fiscal Year:**

The fiscal year of the organization will be aligned July 1 to June 30.

**Fiscal Agent:**

The School Board of Seminole County, Florida, (SBSC) is the fiscal agent for ECTAC. All employees of ECTAC are employees of SBSC. The interview committees for vacant ECTAC positions will have representation from an ECTAC Member District.

Travel will be approved by the fiscal agent to ensure ECTAC staff travel to Member Districts as well as attend events, meetings, and/or conferences that will benefit the purpose of ECTAC.

SBSC assures that the operation of ECTAC will be excluded from any freeze on vacant positions or travel restrictions that might be imposed by SBSC due to budget shortfalls.

SBSC will charge the ECTAC budget an administrative fee equal to the SBSC approved indirect cost rate. Any additional administrative charges must be requested through and approved by the ECTAC Advisory Council. Other than the administrative fee described above, the ECTAC budget will be used solely for ECTAC purposes. ECTAC will provide an annual budget report to the ECTAC Advisory Council.

**Agreement:**

An agreement for ECTAC services will be executed annually with ECTAC Member Districts. The agreement will include Exhibit A and B with a description of services and operating procedures.

**Website:**

An ECTAC website will be maintained to provide school districts with information that will facilitate the implementation of ESEA program services.

**Representation in State and National Organizations, Committees, and Meetings:**

The ECTAC staff will represent ECTAC Member Districts in state and national organizations, committees, and meetings as appropriate.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8j

**DATE OF THE SCHOOL BOARD MEETING:** August 26, 2025

**TITLE OF AGENDA ITEM:** Unified School Improvement Grant (UniSig) 2025-26

**DIVISION:** Academic Services

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

**PURPOSE AND SUMMARY OF ITEM:**

The Unified School Improvement Grant (UniSig) is available to schools that are implementing comprehensive support and improvement activities. Two schools are eligible: Chattahoochee Elementary School ($219,450.00), and Carter Parramore Academy ($125,000.00).

**FUND SOURCE:** UniSig
**AMOUNT:** $344,450.00

**PREPARED BY:** Joanette Thomas

**POSITION:** Director of Federal Programs

---

INSTRUCTIONS TO BE COMPLETED BY PREPARER

__0__ Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

8/11/25

# Gadsden County Schools

# 2025-26 Unified School Improvement Grant Application

# Table of Contents

I. LEA Eligibility and Program Requirements ..... 1

II. Allocations ..... 2

III. Assurances ..... 3

IV. Supports for School Improvement ..... 4

V. Acknowledgement ..... 9

# I. LEA Eligibility and Program Requirements

**LEA Eligibility and Program Requirements**

Funds will be allocated to LEAs to serve traditional and charter public Title I schools implementing comprehensive support and improvement activities under section 1111(d) of the Elementary and Secondary Education Act (ESEA) in alignment with Goal 1 of the Florida State Board of Education's K-20 Strategic Plan.

LEAs with Title I schools are eligible to apply for funding if the schools meet any of the following criteria from the 2025 ESSA Support List:

- Overall federal index below 41%;
- Graduation rate at or below 67% (applies to all schools, regardless of regardless of Title I status);
- School grade of D or F with federal index at or above 41% (CSI – additional state category for support and improvement; however, these schools must have at least one low-performing subgroup with a federal index below 41% and would otherwise be identified as ATSI or TSI).

The LEAs must collaborate with eligible charter schools to submit one plan. Submission guidelines and additional eligibility criteria are included in the project Request for Application (RFA).

**Directions**

LEAs must complete the LEA UniSIG Plan and Assurances in Florida's Continuous Management System (CIMS) at https://cims2.floridacims.org/ to support the application for 2025-26 UniSIG funds.

# II. Allocations

| SCHOOL ID | SCHOOL NAME | ALLOCATION |
|---|---|---|
| 0151 | CHATTAHOOCHEE ELEMENTARY SCHL | $219,450.00 |
| 0231 | CARTER PARRAMORE ACADEMY | $125,000.00 |
| | **Total District Allocation** | $344,450.00 |

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

# III. Assurances

Check the box to indicate adherence to the assurance.

| | |
|---|---|
| The LEA shall follow the intent and requirements of UniSIG as outlined in the RFA. | ☑ |
| The LEA must have a signed statement by the agency head certifying applicant adherence to the Florida Department of Education's (FDOE) *General Terms, Assurances, and Conditions for Participation in Federal and State Programs.* | ☑ |
| The LEA must have a Risk Analysis (DOE 610) on file with FDOE in order to apply for UniSIG. | ☑ |
| The LEA shall ensure that each school the LEA will serve must receive all of the state and local funds it would have received in the absence of UniSIG funds. | ☑ |
| The LEA shall ensure the activities requested at eligible schools align to an Area of Focus within the School Improvement Plan (SIP). | ☑ |
| The LEA shall ensure the SIP includes one or more evidence-based interventions that meet the three levels of evidence as defined by ESEA. | ☑ |
| The LEA shall ensure that the deliverables for monitoring are prepared and submitted as required by the Bureau of School Improvement (BSI). BSI reserves the right to conduct desktop or on-site monitoring of each school site and LEA in coordination with the Federal Education Programs Monitoring Procedures. | ☑ |
| The LEA assures that they will comply with the K-12 ESEA Common Federal Program Guidance. | ☑ |

# IV. Supports for School Improvement

**Developing and Implementing**

Describe how the LEA will support each UniSIG-eligible school in developing and implementing a SIP.

**Development:**

The Gadsden County School District allocated fiscal resources to each school to ensure that teams could convene for the purpose of developing their School Improvement Plans. To strengthen the planning process, school administrators selected representatives from each grade level and content area, drawing on their collective expertise. District Directors of Elementary, Secondary and Federal Programs were made available throughout the process to offer guidance and support during plan development.

**Implementation:**

To guide the implementation of the School Improvement Plan, the Gadsden County School District reviewed instructional practices from the 2024–2025 school year and analyzed long-term performance data at the student, school, and district levels. The District Support Team—comprising the Assistant Superintendent of Academic Services, Directors of Elementary, Secondary, and Exceptional Education, along with district instructional specialists—will conduct weekly classroom walkthroughs and hold regular data review meetings to monitor student progress and develop targeted instructional support for teachers.

**Alignment of Resources**

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

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

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

**Process to Identify and Align District Resources:**

The district uses data-informed decision-making to drive improvements in student performance. District teams analyze data to ensure that decisions are both strategic and effective. Resources are prioritized and allocated based on the level of need demonstrated by each school. The district's Continuous Improvement Plan is developed using school progress and performance data. Monthly meetings with school administrators allow district department leads to gather critical information,

monitor progress, and make timely adjustments to address student needs. Additionally, the Superintendent's Executive Management Team meets weekly to review goals, assess the implementation of strategic plans, and ensure alignment of efforts across all departments.

**Methodology for Coordinating and Supplementing Funds:**

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

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

*** Principal Leadership Team**

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

*** Executive Management Team**

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

*** Extended Executive Management Team**

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

**LEA Policies and Practices**

Identify specific policies and practices the LEA shall seek to add, modify or remove in order to

establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

All School Board policies are reviewed, updated, and approved annually to ensure alignment with current Florida Statutes. These policies are designed to strengthen district systems and support school leadership teams in implementing effective interventions. When policy modifications are needed, proposed changes are first submitted to the Superintendent, who then consults with school leadership. Together, they make recommendations to the Assistant Superintendent of Support Services. Once finalized, the district follows proper procedures to notify the public and present the proposed updates to the School Board for approval during a regular board meeting.

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

SB 2.30*+ to address school specific needs and must meet the requirements of State Statutes and FDOE priority school requirements. Each plan must include partnerships with family and communities

(SB 2.261*+) and provide parents with school choice. Schools identified as priority schools are provided additional resources and staffing to reach reform levels. SB Policy 2.261*+ Family Involvement. The Superintendent requires a comprehensive plan to engage parents, families, and community members in a partnership to support student achievement, improvement, and support the school SIPs. The plan calls for an annual evaluation and identification of barriers to participation by parents and families.

**Operational Flexibility**

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

The Gadsden County School District defines operational flexibility as a school's ability to make informed decisions based on its own data. Each school leadership team is empowered to implement targeted strategies that directly address priority areas identified through data analysis. This flexibility allows for timely adjustments and immediate action when necessary. As a guiding framework, the School Improvement Plan outlines clear and specific goals and objectives designed to enhance

student achievement and drive positive cultural change within the school.

**External Partners**

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

The Gadsden County School District empowers each school leader to actively engage with the community to address the unique needs of their school. To support the recruitment of external partners, the district utilizes media outreach and informational sessions to highlight school-specific needs. Once potential partners are identified, they are screened in accordance with Florida Statutes. For instance, any partner who will be physically present on campus must complete the required background clearance. This process is overseen by the Family and Community Engagement Department. Each year, the district honors and celebrates its partners, recognizing their valuable contributions to the success of individual schools.

**Monitoring**

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

Support for UniSIG-funded schools will be provided through the Academic Services Department, under the direct supervision of the Assistant Superintendent of Academic Services and the Directors of Instruction. The following strategies will be implemented by the Directors of Instruction to ensure effective support and oversight:

1. Conduct quarterly reviews of each School Improvement Plan.
2. Perform classroom walkthroughs to monitor the fidelity of strategy implementation and provide instructional support.
3. Hold monthly meetings with principals and the Academic Services team.
4. Review school budgets monthly to ensure resources are aligned with identified priorities.
5. Facilitate weekly meetings with instructional specialists and Directors of Instruction.
6. Provide monthly updates to the School Board on the progress of UniSIG-supported schools.

**Sustainability**

Explain the strategies and activities the LEA will implement to support the UniSIG-eligible school after the school improves performance and is no longer eligible.

To support schools after exiting CSI status, the district will continue to host monthly meetings with school administrators to review data and monitor key indicators, including (1) student academic progress, (2) student attendance, and (3) student behavior. Classroom walkthroughs will also continue, with targeted support provided to teachers identified as needing additional assistance. In addition, ongoing professional development opportunities will be offered to strengthen instructional practices and build educator capacity across the workforce.

**Alignment with K-20 Strategic Plan**

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

In alignment with Florida's K-20 Strategic Plan, the Gadsden County School District will prioritize student achievement by delivering instruction that is aligned with the Florida Standards and designed to promote academic success. Additionally, the district will place a strong emphasis on early learning to ensure school readiness. Ongoing professional learning opportunities will be provided to support the development of a highly skilled and effective workforce.

# V. Acknowledgement

**LEA Plan and Assurances Acknowledgment** form.

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

| BUDGET | ACTIVITY | SCHOOL | FUNCTION/ OBJECT | FTE | AMOUNT |
|---|---|---|---|---|---|
| District Admin<br>*Estimated costs associated with travel to attend conferences for project administrator, grant manager and directors of instruction (Fall FASFEPA: Hotel: $200/night x 3 nights x 4 attendees = $2,400; Car rental: $600; Per Diem: $36/day x 3 days x 4 attendees = $432; Spring FASFEPA: Hotel $200/night x 3 nights x 4 attendees = $1,800: Car rental: $600; Per Diem: $36/day x 3 days x4 attendees = $432; required conferences through BSI and or FDOE (up to 5 days per diem $432/day x 5 days x 3 participants = $540; accommodations $200/night x 3 nights x 3 participants = $1,800 {2 conferences}; transportation $150 x 2 conferences x 3 participants = $900* | | District | 7700/330 | 0.0 | 8, 688.00 |
| District Admin<br>*Materials and supplies to support district-wide community meeting to inform families and community on initiatives related to UniSig schools. (paper, ink. posters, books, pencils, binders, cartridges)* | | District | 6150/510 | 0.0 | 8, 534.00 |
| **Total** | **District Admin** | **District** | | | **17, 222.00** |
| School Areas of Focus<br>*Instructional material (copy paper, pens, pencils, printer cartridges, composition notebooks, binders, highlighters)* | Instructional Practice - Benchmark-aligned instruction | CARTER PARRAMORE ACADEMY | 5100/510 | 0.0 | 2, 500.00 |
| School Areas of Focus<br>*Teachers of ELA, Math, Science, and Social Studies will be compensated to attend professional learning sessions focused on curriculum alignment to Florida's State Academic Standards, lesson plan development/delivery and instructional scope and sequence for sessions that occur outside of contractual hours. (up to 10 teachers x $35/hour x up to 40 hours). Pre and Post Supplemental and Intervention Planning.* | Instructional Practice - Benchmark-aligned instruction | CARTER PARRAMORE ACADEMY | 6400/120 | 0.0 | 14, 000.00 |
| School Areas of Focus<br>*Instructional supplemental materials, licenses, subscriptions and supplies aligned with district-approved curricular resources that promote academic success, (i.e Acaletics, Achieve 3000, IXL, PBIS Rewards/Navigate 360)* | Instructional Practice - Benchmark-aligned instruction | CARTER PARRAMORE ACADEMY | 5100/310 | 0.0 | 24, 000.00 |
| School Areas of Focus<br>*Teachers of ELA, Math, Science, and Social Studies will be compensated to attend professional learning sessions focused on curriculum alignment to Florida's State Academic Standards, lesson plan development/delivery and* | Instructional Practice - Collaborative Planning | CARTER PARRAMORE ACADEMY | 6400/120 | 0.0 | 17, 778.00 |

| BUDGET | ACTIVITY | SCHOOL | FUNCTION/ OBJECT | FTE | AMOUNT |
|---|---|---|---|---|---|
| *instructional scope and sequence for sessions that occur outside of contractual hours. (up to 10 teachers x $40/hour x up to 80 hours and 3 Paraprofessionals x $30/hour x up to 80 hours ). Pre and Post Supplemental and Intervention Planning.* | | | | | |
| School Areas of Focus | Instructional Practice - Benchmark-aligned instruction | CARTER PARRAMORE ACADEMY | 6400/330 | 0.0 | 10, 000.00 |
| *Travel for teachers to participate in professional learning activities offered offsite and required by BSI or district to support school improvement and implementation of the Florida State Academic Standards. (up to 10 teachers x $300)* | | | | | |
| School Areas of Focus | Instructional Practice - Student Engagement | CARTER PARRAMORE ACADEMY | 7800/160 | 0.0 | 16, 000.00 |
| *Travel to support transportation for student participation in area academic competitions, college tours {i.e. TSC, FSU, FAMU, Lively Technical College, Gadsden Technical College, Career Source Capital Region - instructional focus career exploration}, real-world experiences that are aligned to standards/instruction ( i.e. Challenger Learning Center, Black History Museum, Bear Creek Educational Forest, Tallahassee Museum, Mission San Luis, Capitol Building Tallahassee, Tallahassee Airport, Golf Club of Quincy) {instructional focus Science, History, ELA and math} ,STEM Day at local colleges and universities {FAMU Stem Day & FSU Stem Day - instructional focus science, technology, engineering and math, Wonder Works, Dave and Busters}, (up to 50 students each trip)* | | | | | |
| School Areas of Focus | Instructional Practice - Student Engagement | CARTER PARRAMORE ACADEMY | 7900/460 | 0.0 | 6, 000.00 |
| *Diesel fuel for specified field trips* | | | | | |
| School Areas of Focus | Instructional Practice - Student Engagement | CARTER PARRAMORE ACADEMY | 5100/330 | 0.0 | 7, 000.00 |
| *Student travel via charter bus authorized by the district school board, including student admission fees on field trips.* | | | | | |
| Total | School Areas of Focus | CARTER PARRAMORE ACADEMY | | | 97, 278.00 |
| Positive Learning Environment | Positive Behavior and Intervention System (PBIS) | CARTER PARRAMORE ACADEMY | 5100/510 | 0.0 | 4, 200.00 |
| *Instructional supplemental materials and supplies aligned with district-approved curricular resources that promote resiliency and civic engagement.* | | | | | |

| BUDGET | ACTIVITY | SCHOOL | FUNCTION/ OBJECT | FTE | AMOUNT |
|---|---|---|---|---|---|
| Positive Learning Environment | Student Attendance | CARTER PARRAMORE ACADEMY | 6150/510 | 0.0 | 1, 500.00 |
| *Materials and supplies to promote parent engagement and increased student attendance to support learning. (books from approved lists on Florida Academic Standards; parenting literature; financial literacy resources). Parents will attend parent nights throughout the year for information on B.E.S.T standards, student attendance requirements, understanding student data and grade level requirements, and make and take nights to promote learning at home and school.* | | | | | |
| Positive Learning Environment | Positive Behavior and Intervention System (PBIS) | CARTER PARRAMORE ACADEMY | 6300/311 | 0.0 | 8, 800.00 |
| *Contracted Services to increase the number of students services support personnel to address student needs and reduce the interruption of learning. Personnel will serve a academic mentors to students with multiple discipline referrals and or excessive absences in an effort to promote credit recovery and high school graduation (Up to 2 personnel x 3 days/week x 10 weeks x 4 hours/day x $45/hour)* | | | | | |
| Total | Positive Learning Environment | CARTER PARRAMORE ACADEMY | | | 14, 500.00 |
| School Areas of Focus | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 5100/120/ | 0.0 | 39, 375.00 |
| *After School Program/Science Academy Salaries for after school instructional support (After school 5 teachers x 2.5 hours/day x 90 days x $35/hr = $39,375)* | | | | | |
| School Areas of Focus | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 6300/130 | 1.0 | 52, 657.00 |
| *Salary for Science Instructional Coach for 2025-2026 School Year.* | | | | | |
| School Areas of Focus | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 5100/120/ | 0.0 | 3, 012.00 |
| *Retirement for after school teachers ($39,375 x 7.65%)* | | | | | |
| School Areas of Focus | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 5100/120/ | 0.0 | 3, 500.00 |
| *Consultant to provide professional development to parents focused on supporting students academically (ELA, math, science and social studies) through at-home activities (1 consultant x $3500)* | | | | | |
| School Areas of Focus | Instructional Practice - ELA - Math | CHATTAHOOCHEE ELEMENTARY | 5100/120/ | 0.0 | 4, 622.00 |

| BUDGET | ACTIVITY | SCHOOL | FUNCTION/ OBJECT | FTE | AMOUNT |
|---|---|---|---|---|---|
| | Science | SCHL | | | |
| *FICA for teachers providing academics to students in the afterschool program.* | | | | | |
| School Areas of Focus | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 7800/160 | 0.0 | 3, 750.00 |
| *Salaries for drivers for after school instructional support. (After school 1 dr x 2.5 hours/ day x 100 days x $15/hr = $7,500)* | | | | | |
| School Areas of Focus | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 6300/240 | 0.0 | 595.00 |
| *Worker's Compensation* | | | | | |
| School Areas of Focus | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 6300/220 | 0.0 | 4, 028.26 |
| *FICA* | | | | | |
| School Areas of Focus | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 6300/110 | 1.0 | 63, 840.00 |
| *Assistant Principal* | | | | | |
| School Areas of Focus | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 6300/240 | 0.0 | 710.00 |
| *Worker's Compensation* | | | | | |
| School Areas of Focus | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 6300/210 | 0.0 | 7, 145.55 |
| *Employee Retirement* | | | | | |
| School Areas of Focus | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 6300/220 | 0.0 | 4, 807.26 |
| *FICA* | | | | | |
| School Areas of Focus | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 6300/230 | 0.0 | 5, 000.00 |
| *Health Insurance* | | | | | |
| School Areas of Focus | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 7900/460 | 0.0 | 1, 500.00 |
| *Fuel for transportation for after school programs provided for academic support. Actual fuel cost will depend on cost of fuel. Sessions will be held Tuesday through Thursday each week.* | | | | | |
| School Areas of Focus | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 6300/230 | 0.0 | 5, 000.00 |
| *Group Insurance* | | | | | |

| BUDGET | ACTIVITY | SCHOOL | FUNCTION/ OBJECT | FTE | AMOUNT |
|---|---|---|---|---|---|
| School Areas of Focus<br>*Worker's Compensation* | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 5100/240 | 0.0 | 556.79 |
| School Areas of Focus<br>*Employee Retirement* | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 6300/210 | 0.0 | 8, 527.38 |
| School Areas of Focus<br>*Contractual Services for 1 Retired Educator $35 per hour/ 3 hours a day (75 days X $35 hr).* | Instructional Practice - ELA - Math - Science | CHATTAHOOCHEE ELEMENTARY SCHL | 5100/311/ | 0.0 | 7, 875.00 |
| School Areas of Focus<br>*Travel for student participation in academic field trips. This will assist with student engagement and provide real world experiences for the students. Field Trip opportunities include Jacksonville Zoo, Challenger Learning Center/IMAX, Bear Creek Educational Services, FAMU Essential Theater, and Mission San Luis.* | Instructional Practice - Student Engagement | CHATTAHOOCHEE ELEMENTARY SCHL | 7800/160 | 0.0 | 1, 000.00 |
| School Areas of Focus<br>*Diesel fuel for specified field trips.* | Instructional Practice - Student Engagement | CHATTAHOOCHEE ELEMENTARY SCHL | 7900/460 | 0.0 | 1, 000.00 |
| School Areas of Focus<br>*Student admissions for specified field trips.* | Instructional Practice - Student Engagement | CHATTAHOOCHEE ELEMENTARY SCHL | 5100/330 | 0.0 | 948.76 |
| Total | School Areas of Focus | CHATTAHOOCHEE ELEMENTARY SCHL | | | 219, 450.00 |
| **Plan Budget Total** | | | | | **348, 450.00** |

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8k

**DATE OF SCHOOL BOARD MEETING:** August 26, 2025

**TITLE OF AGENDA ITEM:** TOP-1 GCSD

**DIVISION:** Academic Services

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

**PURPOSE AND SUMMARY OF ITEM:**

The purpose of this item is to provide awareness of the Turn-around Option Plan (TOP) established for Chattahoochee Elementary School and West Gadsden Middle School. As required by statue, schools receiving a second grade of "D" requires comprehensive school improvement support. The district has elected "District-managed Turn-around" (DMT) to support improvement efforts. This plan identifies the strategies to be implemented.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Lisa Robinson

**POSITION:** Assistant Superintendent, Academic Services PreK-12

---

INSTRUCTIONS TO BE COMPLETED BY PREPARER

__2__ Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

9/15/25







# TOP-1

## District-Managed Turnaround Plan – Step 1 (TOP-1)

[Gadsden]
[Chattahoochee Elementary School]

*Due: September 1*

Form Number DMT, TOP-1, incorporated in Rule 6A-1.099811, F.A.C., effective November 2024

## Purpose

The purpose of this document is to guide districts to plan for the implementation of a district-managed turnaround plan to improve the school's grade to a "C" or higher. The district shall submit a Memorandum of Understanding (MOU) to the Department by September 1, pursuant to sections (ss.) 1001.42(21) and 1008.33(4)(a), F.S.

## Directions

Districts shall complete this Step 1 form for each school that is required to implement a district-managed turnaround plan. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to the RED and the BSI. The local school board must approve the plan. This completed form must be signed by the superintendent or authorized representative and emailed to the RED and BSI@fldoe.org, no later than September 1. The subject line of the email must include the district name, school name and TOP-1.

## School

In the box below, identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

| School Name/ MSID Number |
|---|
| Chattahoochee Elementary School/200151 |

## Stakeholder Engagement

In the box below, describe the district's efforts to engage and involve stakeholders, including the Community Assessment Team (CAT), to determine causes for low performance and make recommendations for school improvement. Include a list of names and affiliations of CAT members. The RED or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the district-managed turnaround plan, as well as scheduled meetings that will be held during the implementation of the plan.

**Names and affiliation of CAT members:**

- *Dr. Rachel Heide, RED*
- *Lisa Robinson, Assistant Superintendent of Academic Services*
- *Allysun Davis, District Elementary Education Director*
- *Joanette Thomas, District Federal Programs Director*
- *Kimberly Cummings, District Visiting Teacher Coordinator*
- *Zola Akins, Principal*
- *Sallie Murphy, Assistant Principal*
- *Crystal Robinson, Parent*
- *Alvin Palm, Parent*
- *Jynell Williams, Community Partner*
- *Chris Moultry, Community Partner*

**Dates of CAT meetings (held and upcoming meetings):**

**Recommendations for school improvement:**
The district will retain the current principal from the 2024–2025 school year to ensure stability and leadership continuity. To further strengthen school leadership and instructional support, the district will expand the administrative team by adding one assistant principal and two additional full-time instructional coaches. In total, three instructional coaches will directly support ELA, math, and science. They will provide weekly in-class support, model effective instructional practices, and offer feedback to teachers.

To address ongoing challenges with recruitment and retention, the district will implement differentiated pay incentives, provide mentoring for new teachers and redirect funds to recruit and retain highly effective educators.

Improving instructional quality remains a central focus of the turnaround efforts. District curriculum specialists will collaborate with teachers and instructional coaches to model lessons, support planning and enhance instructional practices. Teachers will participate in weekly Professional Learning Communities (PLCs) focused on benchmark-aligned planning, student work analysis and instructional refinement. Grade-level teams and administrators will hold monthly data chats to monitor student progress and adjust instruction accordingly.

The school will fully implement University of Florida Literacy Institute (UFLI) Foundations in grades K–2, supported by coaching and regular fidelity checks. All instructional materials will align with Florida's Benchmarks of Excellent Student Thinking (B.E.S.T.) standards. Teachers will use multiple progress monitoring tools, including FAST, i-Ready, STAR Renaissance, HMH Core and Amira, to guide instructional decisions and support targeted grouping throughout the year.

To provide targeted support, the school will implement daily 45-minute intervention blocks in math and ELA. These blocks will include progress monitoring and flexible grouping to address students' specific learning needs. The Florida Tutoring Advantage Program, in partnership with the UF Lastinger Center for Learning, will provide high-impact tutors during the school day. The school will also offer extended learning opportunities, including before- and after-school tutoring focused on foundational skills, grade-level content and enrichment. A summer learning program will accelerate reading and math proficiency and help mitigate learning loss among students needing additional support.

A District Support Team, comprising the Assistant Superintendent of Academic Services, Directors of Elementary and Secondary Education, Director of Professional Learning, and District ELA and Math Specialists, will meet monthly with school leaders to review implementation progress, address barriers and provide targeted support. The team will conduct weekly walkthroughs and provide immediate feedback to the administrative team. They will track implementation using walkthrough tools, leadership coaching logs, data trackers and ongoing reviews aligned with school goals.

The district will provide ongoing professional learning in critical instructional areas, including the Science of Reading, explicit instruction, differentiated instruction and Multi-Tiered System of Supports (MTSS). These learning opportunities will respond to staff needs and trends in instructional data. The principal and assistant principal will attend monthly Principal and Assistant Principal Leadership Meetings, where they will engage in professional learning led by the Bureau of School Improvement

- *September 16, 2025*
- *October 21. 2025*
- *November 18, 2025*
- *January 20, 2026*
- *February 17, 2026*
- *March 17, 2026*
- *April 21, 2026*

**What school data was analyzed?**
The school data analyzed to determine goals for the School Improvement Plan included:

- Florida Assessment of Student Thinking (FAST) data
- SAT 10 data
- i-Ready
- District Renaissance STAR
- FOCUS: School discipline data
- FOCUS/SKYWARD: Student and teacher attendance data
- School Climate Survey

**Identified causes of low performance:**
A comprehensive analysis of schoolwide data at Chattahoochee Elementary School reveals several critical factors contributing to the school's overall performance and its resulting "D" school grade. Student achievement data from the Florida Assessment of Student Thinking (FAST) PM1 through PM3 show minimal growth across ELA and Math, with the majority of students not meeting grade-level expectations. Notably, the data reflected a 10% increase in 3rd-grade ELA and a 12% gain in mathematics proficiency, as well as learning gains. However, overall state assessment results indicate continued low proficiency rates and limited learning gains, particularly among key subgroups such as Black students, Students With Disabilities (SWD) and those from economically disadvantaged backgrounds. Fifth-grade science scores were especially concerning, with just 10% proficiency, well below the state average, highlighting a critical need for more robust content instruction and vertical alignment across grade levels.

Inconsistent benchmark-aligned Tier 1 instruction, limited use of progress monitoring data, and minimal differentiated instruction limited instructional effectiveness. The current staffing capacity is also insufficient to fully support the needs of the current Student with Disabilities (SWD) and growing English Language Learner (ELL) populations.

The district has faced persistent challenges related to recruitment and retention. During the 2024-25 school year, several unfilled vacancies, including critical support roles in ESE, school counseling and academic content areas, had an impact on performance in grades 3-5. Adjustments were made to address vacancies, but did not have a positive impact on student outcomes.

Attendance and behavior data further highlight areas of concern. Nearly 10% of students in grades 3–5 were identified as chronically absent, which has negatively impacted instructional continuity and student academic progress. Although discipline referrals have remained at a moderate level, anecdotal evidence and teacher feedback suggest that behavioral disruptions occur frequently and interfere with effective instruction. While staff attendance has been generally stable, the ongoing impact of staff vacancies has resulted in inconsistent instructional delivery and reduced opportunities for collaborative planning and professional growth.

(BSI), local universities, Just Read! Florida and district staff. These sessions will align with progress monitoring data to ensure targeted support and continuous leadership development.

Additionally, all K–2 teachers will complete a 12-hour online professional learning course offered by UFLI. The course will focus on evidence-based instruction and intervention rooted in the Science of Reading. Teachers will deepen their understanding of explicit, systematic and sequential reading instruction with emphasis on phonological and phonemic awareness, alphabet knowledge, decoding, encoding and multisensory strategies. This training will equip teachers with the skills necessary to deliver targeted, data-driven reading instruction that meets the needs of all learners.

To address chronic student absenteeism and behavioral interruptions to instruction, the school will establish clear expectations regarding academics, attendance and behavior. This includes the implementation of a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework to promote consistency in behavioral expectations and reinforce positive student conduct. The school will actively engage students, parents and the community in fostering a shared commitment to academic achievement and respectful behavior. Through regular communication, involvement opportunities and collaborative events, stakeholders will be empowered to contribute to a supportive learning environment. The District Support Team, in collaboration with the school, will regularly monitor student behavior and attendance data and develop attendance and behavior support plans based on the data.

## District-Managed Turnaround Plan Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

### Assurance 1: District Capacity and Support

☒ The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional learning and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

☒ The district shall ensure that instructional programs align to Florida's state academic standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), F.S., as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading and for K-4 students with a substantial deficiency in mathematics. The district shall demonstrate alignment of Florida's state academic standards across grade levels to improve background knowledge in social studies, science and the arts.

☒ The district shall prescribe and require progress monitoring assessments that are aligned to Florida's state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

## Assurance 2: School Capacity-Leaders and Educators

☒ The district shall ensure the school has effective leaders and educators capable of improving student achievement.

### Leaders

☒ The district leadership team, in collaboration with the school, shall develop an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

☒ The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

☒ The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

### Educators

☒ The district shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.

☒ The district shall ensure the instructional personnel who do not have a VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

☒ The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field instructional personnel assigned to the school is at least or at a minimum, not higher than the district average.

☒ Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

## Required Documentation

The district must submit the following as part of the TOP-1: (check boxes)

☒ An MOU pursuant to s. 1001.42(21), F.S., shall be emailed to BSI@fldoe.org no later than September 1. The subject line of the email must include: district name, school name, and MOU. If an MOU has not been approved by the district school board, provide a detailed status of negotiations.

☒ **The district must submit instructional rosters for this school no later than August 1.** These lists are utilized to ensure that the most proven effective teachers are staffed at the most fragile schools and to verify rosters for teachers eligible to receive an additional district UniSIG allocation.

☐ The district must complete the table below by providing the number and percentage of instructional personnel in each of the VAM ratings of Highly Effective, Effective, Needs Improvement and Unsatisfactory for this school and the district.

| VAM DATA – School % Compared to District and State % | | | | |
|---|---|---|---|---|
| VAM Data | Highly Effective (HE) | Effective (EF) | Needs Improvement (NI) | Unsatisfactory (UN) |
| Number of instructional personnel | 0 | 1 | 0 | 0 |
| School % | 0% | 100% | 0% | 0 |
| District % | 3.53% | 60% | 28.24% | 8.24% |
| State % | 11.82% | 68.21% | 12.29% | 7.69% |

## Acknowledgment

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

| Name and title of person responsible for completion and submission of TOP-1 |
|---|
| Lisa Robinson, Assistant Superintendent of Academic Services |
| **Contact information: email, phone number** |
| robinsonl@gcpsmail.com, 850-627-9651 |
| **Date submitted to the RED and the Bureau of School Improvement (due September 1)** |
| July 24, 2025 |
| **Superintendent signature (or authorized representative)** |
| |
| **Local School Board Chair Signature (or authorized representative)** |
| |

| Date approved by local school board |
| --- |
| |

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8l

**Date of School Board Meeting:** August 26 2025

**TITLE OF AGENDA ITEM:** Head Start 2025-2026 Non-Competitive Grant Application

**DIVISION:** Academic Services

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

**PURPOSE AND SUMMARY OF ITEM:** Approval of the Head Start 2025-2026 Non-Competitive Grant Application

**FUND SOURCE:** Head Start

**AMOUNT:** $2,674,819

**PREPARED BY:** Valencia Denson VD

**POSITION:** Gadsden Head Start / PreK Program Director

---

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 _____

LC 8/4/25

**2025-2026 Head Start Budget Justification**

**Grant # 04CH012905**

**Total Funding: $2,674,819.00**

**Program Operations: $2,648,277.00**

**T/TA Funding: $26,542.00**

**Non-Federal Share: $668,705.00**

**Program Option: Center-Based**

**Budget Justification**

Gadsden County School Board believes that each employee contributes directly to the District Head Start program's mission "to ensure that all children participating in the Gadsden County Head Start Program enter school emotionally, physically, socially, and intellectually ready to learn; fully recognizing the crucial role of the parents as the child's primary teacher". The Gadsden County School District is committed to hiring and maintaining highly qualified and educated staff to ensure our classrooms are accredited and recognized nationally. Staff will be hired to offer extra support to teachers in the classrooms. Our salaries are in line with the latest wage comparability study completed by the Florida Head Start Association in 2023. All staff salaries are comparable with surrounding districts with the same demographics and the number of students enrolled. Since we are a part of a school district, the school staff salaries are very equitable based on the Florida 2023 Head Start Compensation and Benefits study findings.

**A. Personnel:** **$1,804,023**

| Positions | # of Staff | Cost |
|---|---|---|
| Program Managers & Experts | 6 | $294,512 |
| Teachers & Resource Teachers | 18 | $820,457 |
| Teacher Aides & Male Involvement | 16 | $385,685 |
| Family Service Workers | 4 | $140,659 |
| Director | 1 | $68,160 |
| Clerical | 1 | $34,650 |
| Administrative Assistant | 1 | $45,500 |
| Custodian Worker | 1 | $14,400 |
| **Totals** | **48** | **$1,804,023** |

**B. Fringe Benefits:** **$448,365**

The Gadsden County School Board has found that offering a comprehensive and generous benefit package to employees has been most helpful when trying to recruit and retain qualified staff. The Gadsden County School Board has remained committed to assisting staff with the increasing cost of medical premiums. All employees' basic dental premiums will continue to be paid by the School Board.

| | Cost |
|---|---|
| FICA (6.20%)/ Medicare (1.45%)/ Unemployment (0.4300%) | $138,357 |
| Health/Dental/Life (4.6200%) | $77,985 |
| Retirement (13.63%) | $232,023 |
| **Total** | **$448,365** |

**C. Travel:** **$25,000**

Travel expenses will cover in-state and out-of-state reimbursement for attendance at training courses, as well as other travel-related costs. Travelers will receive per diem in accordance with district policies for lodging and transportation, as needed. For conferences within a four-hour radius of Gadsden County School District, district vans will be utilized. When calculating costs, additional expenses such as gas, rideshare services, parking, and taxes were also considered. This training is designed to enhance staff knowledge and skills relevant to their roles and responsibilities.

| Conference | # of hotel nights | Staff | Per Diem | Lodging | Transportation | Total |
|---|---|---|---|---|---|---|
| Region IV Conference (Atlanta, GA) | 4 | 14- Director, Coordinators, Program Specialist, Resource Teachers, Program Assistants | $36 per day for meals ($2016)<br><br>$80 – Gas<br><br>$80 – self parking | $209 per night ($11,704) | 1-Head Start Vans | $13,880 |
| Florida Head Start Conference (Orlando, FL) | 4 | 14- Director, Coordinators, Program Specialist, Resource Teachers, Program Assistants | $80 – Gas<br><br>$120 - self-parking<br><br>$36 per day for meals ($2016) | $159 per night ($8904) | 1-Head Start Vans | $11,120 |
| **Total** | | | | | | **$25,000** |

**D. Equipment:** **$10,000**

Six Konica Minolta copying machines will be leased. The copying machine will be based in the administrative office and on stand-alone sites. They will be used to copy, scan and fax information and work connected to this program.

| | Cost |
|---|---|
| Konica Minolta copying machine | $10,000 |
| **Total** | **$10,000** |

**E. Supplies:** **$50,500**

Supplies are essential for the effective operation of the program. Classroom materials, including markers, crayons, glue, ink toner, dry-erase markers, write boards, and chart paper, will be purchased to support daily instruction. Food service supplies, such as utensils, storage containers, food trays, Cambro containers, snacks, and small kitchen appliances are necessary for staff to prepare and package meals at both centers and community sites. Additionally, classroom furnishings and equipment that have become worn over time, including tables, desks, filing cabinets, chairs, and bookcases, will be replaced as needed to maintain a safe and functional learning environment.

| | Cost |
|---|---|
| Office Supplies (Office Depot, Wal-Mart) | $48,000 |
| Food Service Supplies | $500 |
| Classroom Supplies (Furniture) | $2,000 |
| **Total** | **$50,500** |

**F. Contractual:** **$39,389**

There is an increasing need for a mental health consultant to support students, staff, and families in our community, particularly given the current economic and social challenges. The Head Start Program uses the ChildPlus data tracking system to manage program information, and the consultant ensures that data flows smoothly and is accurately maintained. This role is vital to the integrity and reliability of the database. Conscious Discipline serves as a parent training model, providing instruction on the "I Care" ritual. Mike Bryant's Lawn Care maintains the landscaping and overall appearance of our standalone sites. Additionally, the fiscal consultant oversees the program budget and ensures timely submission of required reports, including the SF-425.

| | Cost |
|---|---|
| Mental Health Consultant | $8,660 |
| ChildPlus Consultant | $16, 313 |
| ChildPlus Software | $10,700 |
| Conscious Discipline | $1,340 |
| Mike Bryant Lawn Care | $2,376 |
| **Total** | **$39,389** |

**G. Construction:** **$0**

The 2025–2026 program term will not include any construction projects.

**H. Other:** **$89,792**

Building maintenance and repairs will address any necessary work at the Head Start Office and standalone sites, including but not limited to furnace, air conditioning, heating, electrical, and

plumbing systems. Local travel reimbursement, at a rate of $0.445 per mile, will be provided to employees who use their personal vehicles to travel between school sites.

The "Other" budget category includes parental involvement projects that promote family education, training, and enrichment activities. These projects may include, but are not limited to, policy and advisory council meetings. Ongoing training and professional development will be provided throughout the year to ensure staff remain informed of the most current practices in early learning and Head Start procedures.

Fuel costs for buses and vans will support student participation in hands-on field trips that extend learning beyond the classroom. These educational trips will give students opportunities to explore real-world environments and connect classroom instruction to practical experiences.

Each March, the program conducts a registration roundup. To promote enrollment, advertisements are aired on local television and radio stations for two weeks leading up to the final registration date.

| | Cost |
|---|---|
| Building and Maintenance Repairs | 5,000 |
| Local Travel | $2,000 |
| Nutrition Services | $2,500 |
| Substitutes (if not paid benefits) | 23, 072 |
| Parent Services | $3,700 |
| Publications/Advertising | $1,200 |
| Training and Staff Development<br>Summer Academy - $12,000<br>CPR - $18000<br>Curriculum Day - $700<br>Parent Extravaganza - $3,000<br>Certification Training - $3,600 | $27,000 |

| | |
|---|---|
| Technical Assistance & Training System - $5,000 | |
| Fuel for Buses and Vans | $5,000 |
| Educational Fieldtrips | $15,000 |
| Conferences Registration Fees<br><br>T&TA Registration Fees - $6524 (not included in total) | $5,320 |
| **Total** | **$89,792** |

**I. Indirect Cost** **$181,208**

Gadsden County School Board has a state approved Indirect Cost Rate of 6.80%. This rate is valid for the period of July 1, 2025 through June 30, 2026. The rate covers the cost of the following annual audit, accounting, human resources, information technology and administrative functions. Common cost, such as communication (telephone, internet, and cell phone) and clerical for the administration building are all a part of indirect costs.

| | Cost |
|---|---|
| Telephones | $10,371 |
| Internet | $13,894 |
| Cell Phones | $1,090 |
| Annual Audit | $20,370 |
| Human Resource | $7,372 |
| Information Technology | $10,000 |
| Accounting | $12,368 |
| Administrative Functions | $100,000 |
| Other Clerical | $5,743 |
| **Total** | **$181,208** |

Total All Charges (Program Operations) - $2,648,277

Total Training and Technical Assistance - $26,542

Grand Total Funding - **$2,674,819**

1. The program does not have contracts that are more than $150,000. This does not apply to our program.

2. If the program is awarded funds for the cost-of-living (COLA), we will adjust the budget to reflect the salary increase as needed.

3. **Training and Technical Assistance**

**$20,018**

In accordance with the expectations expressed of the Region IV Office of the Administration for Children and Families, we certify that by submitting the attached T/TA Plan, we have engaged the services of our assigned Program Specialist, and our T/TA Specialist. We have given our Program Specialist access to all appropriate documents necessary to undergo both a system thinking and system approach to the design and delivery of T/TA services that will enhance services to children and families as we continue to move our program progressively forward.

**TRAINING AND TECHNICAL ASSISTANCE**

| **Line Item** | **Description** | **Costs** |
|---|---|---|
| Travel | see details below | 8,649 |
| Contractual | Consultant Fees | 10,000 |
| Supplies | Training Materials | 1,369 |
| **Total Budget** | | **$20,018** |

**Travel** **$8,649**

Out-of-town travel costs include per diem, airfare, hotel accommodations, mileage, car rental, and other expenses associated with staff development, training, technical assistance, and conferences held outside of Gadsden County. These trainings take place in various cities across the United States,

with numerous conferences and sessions hosted in Atlanta, Georgia, in collaboration with the Region IV Office. Additional training opportunities, such as the One Goal conference, are held throughout the state of Florida.

Based on staff roles, organizational needs, and event availability, the district will make every effort to provide directors, managers, staff, parents, and board members with opportunities to attend relevant conferences. Attendance will be determined by the alignment of conference topics with program priorities. Registration fees are also included in these costs. The primary goal of the trainings is to strengthen participant knowledge and skills within their respective areas of expertise.

| Conference | # of nights | Staff | Per Diem | Lodging | Transportation | Total |
|---|---|---|---|---|---|---|
| PAEC Leadership Conference (Miramar, FL) | 3 | 9- Director, Coordinators, Program Specialist, Resource Teachers, Program Assistants | $36 per day for meals ($1296)<br><br>$130- mileage per person ($1170) | $229 per night ($6183) | Cars | $8649 |
| **Total** | | | | | | **$8,649** |

The cost of $6524 will be used for registration fees under other for T&TA.

**Contractual** **$10,000**

While out-of-town training opportunities are available throughout the year, there are times when on-site training is necessary. Local training sessions, such as those offered by partner agencies, professional seminars, first aid/CPR certification courses, and updates on state standards and regulations are essential to ensuring the program operates effectively and maintains high quality.

**Contractual Costs**

| | |
|---|---|
| ChildPlus Trainings | 10,000 |
| **Total Contractual** | **10,000** |

**Supplies** **$1,369**

These funds will support the purchase of essential materials for trainings and in-service days, including CLASS training resources, curriculum materials, and classroom supplies aligned with state-mandated requirements. Providing these resources ensures that staff are fully equipped to deliver high-quality instruction, meet regulatory standards, and enhance student learning outcomes.

**Supplies Cost**

| | |
|---|---|
| Program/Classroom Supplies | $1369 |
| **Total Supplies** | **$1,369** |

4. **Non-Federal Share:** **$668,705**

Equally planned, based upon the historical and extensive relationship with the Gadsden County School Board are the source of Non-Federal Share services used to support the school readiness goals of the Gadsden County School Board.

**Personnel: Program Design and Management:**

| **Salaries/Benefits** | |
|---|---|
| School Site Data Entry/Secretary | $23,964 |
| **Total Personnel** | **$23,964** |

The Head Start Program benefits from all services provided to the school. Support roles, such as the Data Entry Clerk and custodial staff, contribute to the program's operations at no direct cost. The Non-Federal share amount is determined by calculating the percentage of school staff salaries and benefits attributable to Head Start, based on the proportion of Head Start children relative to the total student population.

**Volunteers:** **$26,431**

| | # of Vol. | # of Hours |
|---|---|---|
| Parents, Community Members | | |
| **Total Volunteers** | 172 | 743.67 |
| **Values** $35.54 | | |

As an existing grantee, the estimation of donation of time is based upon documented donations from parents and community volunteers. The rates are based on the services and accompanying wages from human resource department.

**State Voluntary Prekindergarten Program: $618,310**

**VPK Program: State of Florida # 0f Children: 148 X $4,177.77 Cost: $618,31**

The State Voluntary Prekindergarten Program (VPK) is available to all four-year-old children who are four by September 1st of the current school year and reside in the state of Florida. The VPK Program has allowed the Gadsden School Board to serve additional children in Head Start.

**Total Non-Federal Share from Gadsden County School Board: $50,39**

**Total Non-Federal Share from State: $618,310**
**Total: $668,705**

5. We are not requesting a waiver for the nonfederal match.
6. We are not proposing a waiver of the 15% limitations.
7. We are not requesting an enrollment reduction.
8. We are not requesting a conversion.
9. We are not requesting funding for construction or major renovations.
10. We are not requesting funds for equipment.

**Other Funding: $0**

The Gadsden County Head Start Program does not receive funding from the Child and Adult Care Food Program (CACFP). Instead, the Gadsden County School District provides all meals for Head Start and Pre-K students at no cost to the program. This contribution represents a significant in-kind resource, ensuring that every child has access to nutritious meals that support health, learning, and overall well-being.

**2025-2026 Head Start Non-Competitive Grant Application**

**Grant # 04CH012905**

**Total Funding: $2,674,819.00**

**Program Operations: $2,648,277.00**

**T/TA Funding: $26,542.00**

**Non-Federal Share: $668,705.00**

**Program Option: Center-Based**

## Sub-Section A: Service Delivery
## 1. Service and Recruitment Area

The Gadsden County School District (GCSD), headquartered in Quincy, Florida, seeks to expand access to high quality early childhood education for children ages three to five through a comprehensive, center-based Head Start program. Services will be delivered across seven strategically located sites. The composition consists of five elementary school-based classrooms that integrate Head Start within the K–5 learning environment, and two community based centers designed to meet the needs of families who require extended hours or alternative locations.

The elementary school-based sites operate seven hours per day, five days per week, for 180 days annually, providing 1,260 hours of instruction to 195 children. The stand alone centers operate seven and a half hours per day, five days per week, for 180 days annually, delivering 1,350 hours of instruction to 32 children. In total, GCSD will provide center-based Head Start services to 227 children, ensuring equitable access to early learning opportunities that foster school readiness, family engagement, and long-term academic success.

All GCSD Head Start centers are district-owned, fully accredited by Cognia (formerly AdvancED), and strategically located to serve families in both rural and urban communities. To better meet the needs of working parents, the stand-alone centers in Midway and Quincy offer extended service hours, providing greater flexibility and support for family schedules.

**Head Start Classroom Locations**

| School | Address | # of Classrooms | Teachers | # of Paraprofessionals | Total # of Students |
|---|---|---|---|---|---|
| Havana Magnet | 1210 Kemp Road, Havana, FL 32333 | 2 | 2 | 2 | 35 |
| Stewart Street | 749 S Stewart St, Quincy, FL 32351 | 2 | 2 | 2 | 35 |
| George W Munroe | 1830 W King St, Quincy, FL 32351 | 4 | 4 | 4 | 61 |
| Greensboro | 559 Greensboro Hwy, Quincy, FL 32351 | 2 | 2 | 2 | 35 |
| Chattahoochee | 335 Maple St, Chattahoochee, FL 32324 | 2 | 2 | 2 | 30 |
| Midway HS* | 86 M L King Blvd, Midway, FL 32343 | 1 | 1 | 1 | 16 |
| Quincy Area 3's* | 35 M L King Blvd, Quincy, FL 32351 | 1 | 1 | 1 | 15 |

*Midway HS and Quincy Area 3's are stand-alone sites.

## 2. Needs of Children and Families

Gadsden County School District (GCSD) proposes to provide comprehensive, center-based Head Start services to children and families across Gadsden County, located in the northwestern corner of the Florida Panhandle, known as the Big Bend Region. The proposed service area encompasses 516 square miles of land and 12 square miles of water, with a total population of 43,826 according to the July 2020 U.S. Census. Between 2010 and 2020, the county experienced a 5.5% population decline. With a population density of only 84.9 people per square mile, far below the Florida average of 350.6, Gadsden County is classified as a rural community with limited access to resources.

The county is demographically diverse: 53.2% of residents are African American, 32.2% Caucasian, 11.6% Hispanic, and less than 3% other. Gadsden is the only Florida county where African Americans constitute the majority, while the Hispanic population is the fastest-growing demographic. Much of the county is agricultural, with seasonal crops grown around Greensboro that attract migrant

workers. Due to limited local employment opportunities and wage potential, more than half of the county's employed residents commute to neighboring counties for work.

Economic challenges are pronounced. In 2020, the per capita personal income was $38,507—well below the Florida average of $55,675. While unemployment decreased from 11% in 2010 to 5.4% in 2021, it remains above the state average of 4.6%. Job growth has been sporadic and primarily in sectors requiring education, credentials, or skills that many low-income residents do not yet possess.

Poverty significantly impacts children and families. Approximately 25.5% of county residents live below the federal poverty level, including 22.1% of children, compared to the Florida averages of 12.7% and 20%, respectively. Female headed households with children under age five are particularly affected, with 47.2% living in poverty, while 69.2% of births occur to unmarried mothers which far exceeds state averages. U.S. Census data indicates that of the 2,699 children under age five in the county, an estimated 41%, approximately 581 children, live in families with incomes at or below the federal poverty level. Among three, four, and pre-kindergarten-aged children, roughly 370 are estimated to meet the income eligibility threshold for Head Start services. In September 2025, Gadsden County Head Start enrollment will serve 227 children, all of whom meet income eligibility criteria, with an additional 18 children currently waiting for services. All district schools qualify for free breakfast and lunch, as confirmed by Florida Direct Certification Determination.

Special populations present additional needs. Homelessness continues to challenge families in the county. In the 2023–2024 school year, the Florida Department of Education reported 96 homeless students district-wide under the McKinney-Vento Act definition, with 41% sharing housing due to economic hardship and 3% living in cars, parks, or campgrounds. Gadsden County Head Start served four homeless children in both the 2022–2023 and 2023–2024 school years, and recruitment of homeless children remains a priority.

The number of young children with diagnosed disabilities continues to rise. In 2023–2024, the Head Start program served 12 children, primarily with speech, language, or developmental delays. As the Part B service provider, GCSD collaborates closely with the Head Start program to identify, evaluate, diagnose, and provide interventions for preschool children with disabilities. Additionally, GCSD partners with three infant and toddler service providers, Early Steps (Part C), Florida State University Early Head Start, and two home visiting programs,

Healthy Start and Healthy Families Gadsden to coordinate screening, recruitment, and support services. These collaborative efforts led to the formation of the Gadsden County Home Visiting Partnership, ensuring that resources are maximized, duplication is minimized, and children receive timely interventions.

Although foster care placement is rare for children under five in Gadsden County, Head Start remains committed to serving these children when necessary. Data from the Fostering Court Improvement Project indicate that most children removed from their homes are placed with relatives, with only 15 children entering foster care across all age groups between October 2016 and September 2017 at a rate of 18.3% compared to the state rate of 35.8%.

Daily attendance is a priority for the Head Start program. Attendance data will be shared at parent orientations to illustrate the correlation between regular attendance and educational growth. Parents are contacted if a child is absent 30 minutes after the scheduled arrival time, and family services staff reach out after three consecutive days of absence. Families are offered support and resources to ensure children attend school daily unless illness prevents participation.

## 3. Proposed Program Options and Funded Enrollment Slots

The rationale for a center-based Head Start program is grounded in Gadsden County's geography, limited transportation infrastructure, and constrained access to technology. Covering 516.4 square miles, the county has an estimated population of 43,746, with a population density of only 84.7 people per square mile, according to the 2020 U.S. Census. Socioeconomic data indicate that the county's per capita income averages $23,898, and 41% of children under 18 live in poverty. Among these, 5.6% (approximately 2,699 children) are under the age of five. While roughly 80.3% of families have attained a high school diploma, most have not pursued postsecondary education. Many residents commute an average of 31 minutes to neighboring counties in search of increased earning opportunities. Research demonstrates a direct correlation between educational attainment and earning potential, which further impacts families' ability to access reliable transportation and broadband services, limiting children's exposure to virtual learning opportunities beyond their rural communities. To support children and families in overcoming these barriers, GCSD proposes services designed to mitigate the challenges inherent in rural living, limited transportation, and restricted technological access.

A center-based program operated on existing school campuses offers multiple advantages for children and families. These include free public transportation to and from program sites, extended hours at stand-alone centers to accommodate working families, nutritious meals and snacks, access to comprehensive health and developmental screenings, and 1,260 instructional hours annually (Monday–Friday, seven hours daily) delivered by certified and trained educational staff. In addition, families benefit from parental training, guidance on socialization and learning expectations, and referrals to community agencies and services.

Gadsden County Head Start proposes to maintain its current funded enrollment of 227 students, while continuing to serve additional children as capacity allows. Early exposure to structured learning equips children to meet the academic and social demands of school, while families receive support to foster their children's growth and readiness. These services collectively provide a strong "Head Start" for preschool-aged children, preparing them to transition successfully into kindergarten and beyond.

**4. Eligibility, Recruitment, Selection, Enrollment, and Attendance**

Gadsden County Head Start employs a comprehensive recruitment strategy to ensure that children and families with the greatest need are reached and enrolled, including those experiencing homelessness, children in foster care, and children with disabilities. Recruitment efforts include scheduled registration events, community based pop up registrations, and broad advertising through radio ads, flyers, and postings in high traffic community locations such as schools, parks, churches, apartment complexes, gas stations, and local businesses.

The program actively collaborates with local agencies, including the Department of Children and Families, as well as community service organizations, to support enrollment of children with specialized needs. For children in foster care, the program works closely with foster parents or guardians to ensure a smooth transition and proper service coordination. Families experiencing homelessness or housing instability receive priority enrollment and flexible communication options tailored to their circumstances.

Recognizing that families often face barriers to enrollment, such as incomplete documentation, limited transportation, or scheduling conflicts, Head Start staff maintain consistent communication through phone calls, emails, and electronic document submission options. When parents indicate that their child has a

disability, health, or mental health need, the Management Team ensures timely follow up and support. All documentation requirements, including medical records, are completed in full compliance with state laws.

To promote consistent attendance, program staff collaborate with teaching staff to ensure daily attendance is recorded accurately. When a child is absent, the staff follows up with families promptly to determine the reason for the absence and to provide support as needed. Teachers and Family Service Workers maintain regular communication with parents to emphasize the importance of daily attendance and to strengthen the school-to-home connection.

For children who are chronically absent, a targeted approach is implemented. The staff conducts follow up conversations to identify barriers, such as illness, transportation challenges, or family stressors, and provides appropriate referrals or support services. Interventions may include coordinated Home Visits, transportation guidance, or additional family resources to re-engage children and ensure consistent participation. Through these strategies, Gadsden County Head Start promotes regular attendance and supports children's sustained growth and development.

**5. Education and Child Development**

Each GCSD Pre-K classroom implements the Benchmark: Ready to Advance Early Learning Curriculum, a developmentally appropriate, research-based program. This curriculum, including its plans, materials, and learning objectives, aligns with GCSD Pre-K school readiness goals, the Florida Early Learning & Developmental Guidelines, and the Head Start Early Learning Outcomes Framework: Birth to Five. The curriculum fosters a rich learning environment and incorporates activities designed to support positive outcomes across all domains measured by the Benchmark Comprehensive Assessment (BCA), an ongoing assessment tool.

Teachers at each GCSD Pre-K site receive additional support through practice-based coaching from resource teachers. Resource teachers conduct weekly classroom observations and provide targeted strategies to help teachers implement the curriculum with fidelity and enhance instructional quality.

The GCSD Pre-K Program utilizes the FAST: STAR Early Learning Literacy Assessment and the Benchmark Comprehensive Assessment (BCA) as

standardized, structured tools to evaluate each child's development and progress. Assessment data informs classroom environments, group lesson planning, and individualized instruction tailored to the needs of each student. The Head Start Program monitors student growth through these assessments, with aggregated data shared with teachers, parents, and the Policy Council. Students are expected to achieve a scale score of 707 to be considered Kindergarten Ready.

When developmental concerns arise from assessment data or classroom observations, the GCSD Pre-K Program collaborates with the assigned program specialist and parents to determine whether a referral to the district ESE program is appropriate. If all parties agree, a referral is made for further evaluation and support services.

Family engagement is an integral component of the program. Home visits are conducted twice per year. The initial visit takes place prior to program entry and again near the end of the school term. These visits provide teachers with insight into each child's background and creates opportunities to establish clear expectations for learning. Parents are encouraged to share relevant information that supports their child's development.

In addition, two parent-teacher conferences are held annually, at the end of the first quarter and the beginning of the third quarter. These conferences allow families to review progress, discuss assessment results, and provide input on curriculum, instructional strategies, and classroom materials.

Parents and family members are also encouraged to actively participate in program activities, including field trips, with all related expenses covered. Families are invited to attend and participate in Policy Council meetings and may serve on the council itself, providing meaningful input on program policies, curriculum decisions, and instructional planning. This collaborative approach ensures that families have a voice in shaping their child's educational experience.

## 6. Health

The Gadsden County Head Start Health Services Program has recently expanded its team with the addition of a Health Program Assistant. This staff member supports the program by monitoring health data through the Child Plus computer system, maintaining accurate and recent student health records, and providing teachers, staff, students, and families with nutritional and safety literature. The

Health Program Assistant also communicates with community partners to ensure families have access to essential health and dental resources.

The program provides a monthly health newsletter for teachers, staff, students, and families. The newsletter includes tips and guidance on healthy eating, physical activity, oral health, and creating safe and supportive environments.

Gadsden County Head Start has established a strong partnership with the Gadsden County Health Department. Additionally, the district contracts with a Health Educator from the Health Department to provide health and nutrition education using the Organ Wise Guys curriculum, an evidence-based program that empowers children to develop healthy habits and supports improved academic performance.

To ensure the health needs of enrolled children are met, the program has implemented the Child Health History questionnaire as part of the intake process. This tool allows staff to follow up with families to obtain individualized health care plans, address known or suspected health, dental, or developmental concerns, and ensure students with chronic conditions receive timely treatment.

The Health Services Coordinator and Health Program Assistant complete hearing and vision screenings for all Head Start students within the first 45 days of enrollment. Students who do not pass screenings are promptly referred for follow up services and treatment.

The program also collaborates with the North Florida Medical Dental Outreach program to provide dental assessments for students at Stewart Street Elementary and George W. Munroe Elementary. Additionally, a licensed Dental Hygienist from Liberty Dental Plan conducts screenings for students at Greensboro Elementary, Chattahoochee Elementary, Midway Head Start, and Quincy Area 3's. Following the screenings, students receive dental care kits containing a toothbrush, floss, and toothpaste.

These coordinated efforts ensure that all Head Start students in Gadsden County have access to comprehensive preventive and follow-up health services, supporting their overall well being and readiness to learn.

## 7. Family and Community Engagement

Gadsden County Head Start/Pre-K is committed to building strong, trusting, and respectful relationships with all families through intentional, culturally responsive strategies. We recognize that families are the first and most important teachers of their children, and their partnership is essential to each child's success.

### 1. Welcoming and Inclusive Environments

Our program fosters warm, inviting, and inclusive spaces for families from their very first contact. Facilities feature family friendly areas, culturally diverse materials, and signage in families' home languages. Staff members greet families during morning drop-off and afternoon pick-up, creating regular opportunities for informal communication and relationship building.

### 2. Culturally and Linguistically Responsive Services

We honor the diversity of our community by:

- Employing bilingual staff whenever possible and providing translation services as needed.
- Incorporating multicultural activities, materials, and celebrations into the curriculum.

### 3. Family Engagement and Communication

We maintain open, two-way communication with families through:

- Regular home visits and parent-teacher conferences scheduled to accommodate family needs.
- Use of multiple communication platforms—phone calls, texts, in-person, and digital tools in the family's preferred language.
- Family goal setting processes that reflect each family's values, needs, and priorities.
- Encouraging participation in Policy Council meetings, volunteer opportunities, and classroom activities.

### 4. Father Engagement

The program has launched "All Pro Dads", an initiative designed for fathers, father figures, and male caregivers. The program provides character based curriculum, monthly chapter meetings, and activities that strengthen the father-child bond. "All Pro Dads" emphasizes positive involvement in education, provides structured engagement opportunities, and fosters a supportive community for male caregivers.

**Family Engagement Activities**
Gadsden County Head Start/Pre-K implements a variety of activities to strengthen the parent-child relationship and support holistic child development, with a particular focus on literacy and language development.

- **Parent-Child Relationship Building:** Take home learning activity kits are provided during parent orientation, allowing children and parents to practice foundational skills such as the ABCs, colors, numbers, and shapes.
- **Child Development Support:** Parent-teacher conferences occur twice annually, providing opportunities for goal setting, to conduct a review of assessment data, and to discuss developmental progress. Families are also connected to resources such as speech therapy, early intervention, and mental health support.
- **Family Literacy Activities:** Students receive literacy packets during winter break, providing continued learning opportunities at home.
- **Language Development Support:** Dual language environments are provided for children whose families speak languages other than English. Parents are encouraged to visit classrooms to read stories or share cultural traditions, promoting vocabulary and comprehension development.

**Conscious Discipline Implementation**
Gadsden County Head Start/Pre-K has adopted Conscious Discipline, a research-based, nationally recognized parenting curriculum that integrates social-emotional learning, self-regulation, and positive behavior strategies.

**Rationale for Selection:**

- Rooted in neuroscience and child development research
- Promotes emotional intelligence, safety, and strong adult-child relationships
- Provides practical tools for positive behavior management and healthy communication
- Aligns with trauma-informed care and culturally responsive practices

**Implementation:**

- Staff Training: All teaching and family support staff receive ongoing professional development to ensure consistent application of Conscious Discipline strategies.
- Integration into Daily Routines: Strategies are embedded into classroom management, daily routines, and social-emotional learning activities to model behaviors for children and families.

**Benefits of Conscious Discipline:**

- Improved capacity to manage stress and maintain composure
- Strengthened parent-child bonds
- Deeper understanding of child development and emotional needs
- Effective strategies to address behavioral concerns

**Strengths-Based Family Assessment**
Upon enrollment, families complete a strengths-based assessment evaluating housing stability, income, food security, family and community support, and education. Families are rated on a 1–4 scale to identify needs and set individualized family goals, forming the foundation for the Family Partnership Plan.

Family Services staff connects with families twice monthly to review goals, track progress, and identify new needs. All updates are documented in ChildPlus, allowing ongoing monitoring and adjustment of support strategies as family circumstances evolve.

Through these comprehensive mental health and social service strategies, Gadsden County Head Start/Pre-K empowers families, strengthens parent-child relationships, and promotes positive developmental outcomes for children.

## 8. Services for Children with Disabilities

Gadsden County Head Start is committed to ensuring that children with disabilities fully participate in all program **services.** The program prioritizes inclusive learning environments and provides a variety of instructional approaches to meet diverse learning needs.

**Individualized Planning and Support**
Each child with a disability is supported through their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP). These plans serve as guides for academic and developmental goals, incorporating specialized instruction and targeted support. Program staff collaborate with teachers, families, and related service providers, such as occupational, physical, and speech therapists to ensure that all children can participate meaningfully in classroom activities.

**Screenings, Assessments, and Partnerships**
To promote full participation, the program conducts regular screenings and assessments to monitor progress and identify emerging needs. Partnerships with families and educational staff allow for timely interventions, while families are connected to additional services and resources as needed.

**Collaboration and Compliance with IDEA**
The program adheres to the Individuals with Disabilities Education Act (IDEA), ensuring that every child with a disability has access to a free, appropriate public education tailored to their unique needs. Gadsden County Head Start actively involves parents as partners in the IEP process, maintaining open and ongoing communication and providing timely updates on student progress.

**Coordination with Local Agencies**
The program collaborates with local IDEA agencies through Child Find and eligibility processes **and** Interagency Agreements**.** These collaborations support the development of IFSPs and IEPs and implement strategies that streamline referrals, evaluations, and transitions for children entering or moving within the program.

Through these comprehensive supports, Gadsden County Head Start ensures that children with disabilities receive individualized, high-quality educational services in an inclusive environment, empowering them to reach their full potential alongside their peers.

## 9. Transition

### a. Transitions to Early Head Start (EHS):

The Gadsden County Head Start Program collaborates closely with Early Head Start (EHS) specialists and parents to ensure a smooth and supportive transition from EHS to the GCSD Head Start Program. By taking a team-based, collaborative approach, the program ensures that children, families, school administration, and Head Start staff work together throughout the transition process, promoting continuity and stability for each child.

### b. Transitions from Head Start to Kindergarten:

The GCSD Head Start Program operates 14 classrooms across the district, with 12 classrooms located on elementary school campuses. This strategic placement

allows children to become familiar with the school environment, staff, and routines, easing the adjustment to kindergarten.

To further support transitions, the program schedules transition days at feeder schools, giving children hands-on experiences and a "day in the life" of a kindergarten student. Additionally, parent transition events are held, providing families with guidance, resources, and opportunities to meet with kindergarten teachers to address questions or concerns.

The program also conducts family meetings during elementary school orientations or open houses, ensuring that parents have the tools, knowledge, and support needed to facilitate a successful kindergarten experience for their children.

Through these comprehensive strategies, GCSD Head Start fosters seamless transitions that support both children and families as they move from Early Head Start to Head Start, and from Head Start to kindergarten.

## 10. Services to Enrolled Pregnant Women

Not applicable.

## 11. Transportation

### a. Program-Provided Transportation:

The Gadsden County Head Start Program operates as a division of the school district and provides transportation services to all students, with the exception of one stand alone site. Transportation is a critical component of the program due to the geographic distances between sites and the safety considerations associated with serving families in low-income areas. Ensuring that students arrive and depart safely is a top priority for the program.

### b. Meeting Transportation Needs:

The program effectively meets student transportation needs through the use of two dedicated vans, which provide additional support for students, particularly those attending the stand-alone sites. This system ensures that all children have reliable and safe access to program services, removing barriers to consistent attendance and participation.

## Sub-Section B: Governance, Organizational, and Management Structures

### 1. Governance Structure

**Program Leadership:**

- The Director of Finance and her team bring expertise in fiscal management and accounting to ensure that all funding is accurately coded and monitored.
- The Program Director and Executive Director both hold master's degrees in Educational Leadership and possess extensive experience in classroom instruction and administration. The Education Coordinator contributes additional classroom expertise to support program quality.
- The program utilizes the district attorney, who has over 20 years of experience with the district and serves as a critical resource for legal guidance and compliance.

**Governing Body:**

- The Governing Body consists of elected officials from five districts within Gadsden County, representing the local community.
- The Governing Body ensures active, independent, and informed governance of the Head Start Program, including adopting impasse procedures, internal dispute resolution practices, and meaningful consultation with the Policy Council.
- The Governing Body participates in the development, planning, and evaluation of the program and uses ongoing monitoring and data to establish long-term strategic goals that ensure responsiveness to community needs.
- As elected school board members, the Governing Body has legal and fiscal responsibilities to administer and oversee the Head Start Program.

**Policy Council and Policy Committee:**

- The Policy Council serves as a bridge between public and private community organizations and guides program direction.
- Members are parents and community leaders representing all seven Head Start sites, nominated and elected by families, with additional community leaders from partnering agencies.
- The Policy Council uses school readiness data and monitoring results to establish long-term strategic goals and ensure that the program meets community needs.

**Parent Committee:**

- The Parent Committee meets monthly with parents and teachers to provide a forum for questions, concerns, and feedback.
- The parent chairperson brings parent concerns to Policy Council meetings for discussion and resolution.
- Ongoing communication with parents and staff is maintained via social media, email, text, and ChildPlus.

**2. Human Resources Management**

- The program's organizational chart is available under supporting documents.
- Gadsden County Head Start follows the salary scale established by the school district, ensuring competitive wages. The starting salary for instructional staff with no prior experience is $48,273, and all non-instructional staff (paraprofessionals, custodians) earn at least $15 per hour.
- All staff undergoes background checks and drug screenings prior to hire; employees are not considered active until all screenings are passed.
- New hires and volunteers meet with Human Resources to complete onboarding, including a new hire packet and an HR-led training session.
- Staff participates in a 3-day summer professional development training and ongoing monthly trainings based on individual and program needs.
- Four resource teachers (coaches) and a program specialist provide daily coaching and model effective teaching strategies to ensure high-quality classroom instruction.

## 3. Program Management and Quality Improvement

- Gadsden County Head Start ensures adequate staffing across all program areas, equipping classrooms with teaching teams and current educational technology.
- Teachers are provided with resources and support to deliver a high-quality education to every student.
- A Summer Academy is hosted annually to address professional development needs, and program coordinators provide one-on-one orientation for new staff to review component areas.
- Professional development continues throughout the program year, ensuring that staff remains skilled, informed, and aligned with Head Start standards and goals.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 9a

**DATE OF SCHOOL BOARD MEETING:** August 26, 2025

**TITLE OF AGENDA ITEM:** Purchase Order Request for Portable A/C Units

**DIVISION:** Facilities

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

**PURPOSE AND SUMMARY OF ITEM:** This request is for School Board approval to issue a purchase order to Grainger in the amount of $32,944.48 for portable A/C units. These are to be used district wide to provide immediate relief and ensure a safe, comfortable, and conducive learning and working environment for students and staff by deploying portable air conditioning units in schools where existing climate conditions are inadequate, posing health risks and negatively impacting educational outcomes. Attached is quote for the units and required supplies.

**FUND SOURCE:** General / Insurance

**AMOUNT:** $32,944.48

**PREPARED BY:** Brenton Hudson BFH

**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 _____

REVIEWED BY: _____

GRAINGER

# Quotation

100 Grainger Pkwy
Lake Forest IL 60045-5201
www.grainger.com
(800)472-4643

**Information**

| | |
|---|---|
| Grainger Quote Number | 2061863498 |
| Quote Start Date | 08/14/2025 |
| Quote Expiration Date | 09/14/2025 |
| Creation Date | 08/14/2025 |
| Grainger EIN Number | 36-1150280 |
| PO # | |
| PO Create Date | |
| PO Release # | |
| Customer Number | 810806620 |
| Department Number | |
| Project/Job Number | |
| Requisitioner Name | |
| Attention | |
| Caller | MICHEAL PRIDE |
| Telephone Number | 8506279888 |
| Page | 1 / 2 |

**Customer Information**
GADSDEN CO SCHOOL BOARD
805 S STEWART ST
QUINCY FL 32351-4419

**Billing Information**
GADSDEN CTY SCHOOL BOARD
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351-4411

**Shipping Information**
GADSDEN CO SCHOOL BOARD
805 S STEWART ST
QUINCY FL 32351-4419

**Freight Forwarder**

We will deliver according to the following terms and conditions:

| | |
|---|---|
| Incoterms® 2020: | FOB DESTINATION |
| Freight Terms: | Prepaid + Fee |
| Carrier: | * See line item detail |
| Payment Terms: | Net 30 days after invoice date |

**Special Instructions:** SCS/TLC -[11/18/2013]

| Item PO-Line | Material | Description | Expected Del Date | Qty | Unit | Price | Total in USD |
|---|---|---|---|---|---|---|---|
| 10 | 846VZ3 | PortableAirConditioner,700sqft,Black<br>Manufacturer: MOVINCOOL<br>Part Number: CLIMATE PRO X20E<br>Carrier:<br>Origin: JP | | 7.00 | EA | 4,425.07 | 30,975.49 |
| 20 | 5AE93 | Warm Air Duct, 10 ft L, Polypropylene<br>Manufacturer: MOVINCOOL<br>Part Number: LAY45771-0060<br>Carrier: | | 7.00 | EA | 135.21 | 946.47 |

GRAINGER

# Quotation

100 Grainger Pkwy
Lake Forest IL 60045-5201
www.grainger.com
(800)472-4643

**Information**

| | |
|---|---|
| Grainger Quote Number | 2061863498 |
| Creation Date | 08/14/2025 |
| Customer Number | 810806620 |
| Page | 2 / 2 |

| Item<br>PO-Line | Material | Description | Expected<br>Del Date | Qty | Unit | Price | Total<br>in USD |
|---|---|---|---|---|---|---|---|
| | | Origin: US | | | | | |
| 30 | 4YN24 | Ceiling Tile, 24 in W<br>Manufacturer: MOVINCOOL<br>Part Number: LA146373-8280<br>Carrier:<br>Origin: US | | 7.00 | EA | 123.36 | 863.52 |

| | |
|---|---|
| **Sub Total** | 32,785.48 |
| **Estimated Shipping** | 0.00 |
| **Estimated Other Shipping** | 159.00 |
| **Total USD** | $ 32,944.48 |

Thank you for the opportunity to provide this quotation.

Please reference our Grainger quote number when you are ready to place your order.

Any changes to the products and/or quantities identified in the quotation may result in different pricing. If Grainger's cost to supply a product increases due to changes in laws, tariffs, commodity prices, or unforeseen events like the COVID-19 pandemic during the quote period, Grainger reserves the right to adjust the product price.

Quoted shipping charges and delivery date are subject to change. Upon acceptance of the quotation by customer.Grainger will provide actual shipping charges for the order, if applicable.

This transaction is subject to the current contract between customer and Grainger; or if no contract exists, the Terms of Sale as set forth on https://grainger.com/

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 10a

**DATE OF SCHOOL BOARD MEETING:** August 26, 2025

**TITLE OF AGENDA ITEM:** 2025-2026 SY Uniform Assessment Schedule

**DIVISION:**

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

**PURPOSE AND SUMMARY OF ITEM:**

**The purpose of this document is to publicly share Gadsden's district and statewide assessment dates for the 2025-2026 school year.**

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Caroline McKinnon .

**POSITION:** District Assessment Coordinator

8/8/25

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

0 Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

REVIEWED BY: _____

# 2025–26 Uniform Statewide Assessment Calendar

According to Section (s.) 1008.22(7)(b), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), the uniform assessment calendar must be published on the Florida Department of Education (FDOE) website by January of each year for, at a minimum, the following two school years. Prior to posting, FDOE will complete sections 1 through 4 with the appropriate information.

Each school district must then complete the uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the FDOE by October 1 of each school year. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

The statewide assessment information provided by the Department in sections 1 through 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

## 1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. The FDOE will populate this section with state-level terms in addition to those specified in s. 1008.22(7)(i), F.S. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments but should not modify any FDOE-provided information.

| Acronym/Term | Definition |
|---|---|
| WIDA ACCESS | Assessment to measure English language acquisition of English Language Learners (ELLs). |
| Accommodation | Per Rule 6A-1.0943, F.A.C., "Accommodations are defined as adjustments to the presentation of the statewide, standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide, standardized assessment to include amount of time for administration, settings for administration of a statewide, standardized assessment, and the use of assistive technology or devices to facilitate the student's participation in a statewide standardized assessment." |
| ASVAB | Armed Services Vocational Aptitude Battery |
| B.E.S.T. | Benchmarks for Excellent Student Thinking |
| CBT | Computer-Based Test |
| CLT | Classic Learning Test |
| Concordant and Comparative Scores | Concordant and comparative scores refer to scores that have been determined by establishing a relationship between assessments that measure similar (but not identical) constructs, such as the Algebra 1 End-of-Course Assessment and the SAT. In statute, concordant refers to scores associated with the ELA assessment and comparative refers to scores associated with the Algebra 1 assessment. A student can meet assessment graduation requirements by earning a concordant or comparative score, as specified in Rule 6A-1.09422, F.A.C. |
| Diagnostic | Assessments that measure students' understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need. |
| District Window | The selected dates within the statewide window during which a district will administer a given assessment. |
| District-Required Assessments | Assessments required by the school district for students in a specific grade or course. |
| ELA | English Language Arts |
| EOC | End-of-Course |

# 2025–26 Uniform Statewide Assessment Calendar

| Acronym/Term | Definition |
|---|---|
| Evaluative | Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results. |
| FAA | Florida Alternate Assessment; The FAA—Datafolio is designed to provide meaningful information about students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The FAA—Performance Task is a performance-based assessment for students with the most significant cognitive disabilities aligned to the state's alternate academic achievement standards. |
| FAST | Florida Assessment of Student Thinking |
| FCLE | Florida Civic Literacy Exam |
| Formative | Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student's report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students. |
| Interim | Interim assessments are administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student's ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps. |
| NAEP | National Assessment of Educational Progress |
| PBT | Paper-Based Test |
| PM1 | The baseline administration of FAST progress monitoring in the beginning of the school year. |
| PM2 | The midyear administration of FAST progress monitoring in the middle of the school year. |
| PM3 | The summative administration of FAST progress monitoring at the end of the school year; the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8. |
| Progress Monitoring | The process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been. In accordance with s. 1008.25(9)(b)1., F.S., the progress monitoring assessments for VPK through grade 2 must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the program or school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the program or school year. In accordance with s. 1008.25(9)(b)2., F.S., the progress monitoring assessments for grades 3 through 10 must be administered at the beginning, middle, and end of the school year. |
| PSAT/NMSQT | Preliminary SAT/National Merit Scholarship Qualifying Test |
| Summative | Assessments that evaluate student mastery of Florida's state academic standards at or near the conclusion of the course of instruction. |
| Statewide, Standardized Assessments | All assessments required by s. 1008.22, F.S. |
| Statewide Window | The range of dates during which districts and/or schools may choose to administer a given assessment. |
| Testing Time | The amount of time individual students are each given to respond to test items on each test. |
| VPK | Florida's Voluntary Prekindergarten Education Program |

# 2025–26 Uniform Statewide Assessment Calendar

## 2. Test, Type, and Purpose/Use

FDOE will populate this section with information related to state-level tests. Districts may add rows as needed to define district-required tests, test type, and their purpose/use in the district, but they should not modify any FDOE-provided information. If additional types are added, define applicable types in the glossary.

| Test | Type | Purpose/Required Use | Statutory Authority/Required Use Citation |
|---|---|---|---|
| WIDA ACCESS | Diagnostic | Measure English language acquisition of ELLs | s. 1003.56, F.S.<br>Rule 6A-6.0902, F.A.C.<br>Rule 6A-6.09021, F.A.C.<br>Rule 6A-6.0903, F.A.C.<br>Rule 6A-1.09432, F.A.C |
| WIDA Alternate ACCESS | Diagnostic | Measure English language acquisition of ELLs with the most significant cognitive disabilities | |
| ACT | Summative | Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities | s. 1008.22, F.S.<br>Rule 6A-1.09422, F.A.C.<br>Rule 6A-10.0315, F.A.C.<br>Rule 6A-20.028, F.A.C. |
| ASVAB | Evaluative | Determine whether a student is qualified to enlist in the military and to assign an appropriate military job | s. 1003.451, F.S.<br>s. 1008.34, F.S.<br>Rule 6A-1.09981, F.A.C. |
| CLT | Summative | Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities | s. 1008.22, F.S.<br>Rule 6A-1.09422, F.A.C.<br>Rule 6A-10.0315, F.A.C.<br>Rule 6A-20.028, F.A.C. |
| CLT10 | Summative | Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements | s. 1007.35, F.S.<br>s. 1008.22, F.S.<br>Rule 6A-1.09422, F.A.C.<br>Rule 6A-10.0315, F.A.C. |
| FAST PM1 and PM2 | Diagnostic/Progress Monitoring | Provides information in mastering the appropriate grade-level standards and provides information on students' progress to parents, teachers, and school and program administrators. Used to provide data for accountability of the Voluntary Prekindergarten Education Program. | s. 1002.68, F.S.<br>s. 1008.25(9), F.S.<br>Rule 6M-8.601, F.A.C. |
| FCLE | Summative | If passed, exempts students from the postsecondary civic literacy assessment requirement established by s. 1007.25(5), F.S. | s. 1003.4282(3)(d), F.S.<br>s. 1007.25(5)(b), F.S. |
| B.E.S.T. Writing | Summative | Purpose: statewide, standardized assessments, including FAST PM3, measure student achievement of Florida's state academic standards<br>Required uses: third grade retention; high school standard | s. 1002.38, F.S.<br>s. 1002.394, F.S.<br>s. 1002.395, F.S.<br>s. 1002.40, F.S. |
| EOC | Summative | | |
| FAST PM3 | Progress Monitoring/Summative | | |
| FAA—Performance Task | Summative | | |

# 2025–26 Uniform Statewide Assessment Calendar

| Test | Type | Purpose/Required Use | Statutory Authority/Required Use Citation |
|---|---|---|---|
| FAA—Datafolio | Portfolio | diploma; EOC assessments as 30% of course grade; school grades; school improvement ratings; district grades; School Improvement; Federal Percent of Points Index (FPPI); Value-Added Model (VAM); Scholar designation; Credit Acceleration Program; school improvement plans; school, district, state and federal reporting; assessment provisions for students in scholarship programs and stationed on military bases; New Worlds Reading Initiative; Reading Achievement Initiative for Scholastic Excellence (RAISE) Program | s. 1002.45, F.S.<br>s. 1002.68, F.S.<br>s. 1003.4156, F.S.<br>s. 1003.4282, F.S.<br>s. 1003.4285, F.S.<br>s. 1003.433, F.S.<br>s. 1003.485, F.S.<br>s. 1004.04, F.S.<br>s. 1004.85, F.S.<br>s. 1008.212, F.S.<br>s. 1008.213, F.S.<br>s. 1008.22, F.S.<br>s. 1008.25, F.S.<br>s. 1008.33, F.S.<br>s. 1008.34, F.S.<br>s. 1008.341, F.S.<br>s. 1008.3415, F.S.<br>s. 1008.345, F.S.<br>s. 1008.365, F.S.<br>s. 1012.34, F.S.<br>s. 1012.56, F.S.<br>Rule 6A-1.09422, F.A.C.<br>Rule 6A-1.094221, F.A.C.<br>Rule 6A-1.094222, F.A.C.<br>Rule 6A-1.0943, F.A.C.<br>Rule 6A-1.09432, F.A.C.<br>Rule 6A-1.09981, F.A.C.<br>Rule 6A-1.099811, F.A.C.<br>Rule 6A-1.099822, F.A.C.<br>Rule 6A-1.099828, F.A.C.<br>Rule 6A-5.0411, F.A.C.<br>Rule 6A-6.0531, F.A.C.<br>Rule 6A-6.0532, F.A.C. |
| Statewide Science Assessment | Summative | | |
| NAEP | Evaluative | Measure student performance for comparison among state and national populations over time | s. 1008.22, F.S. |
| PreACT | Summative | Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements | s. 1007.35, F.S.<br>s. 1008.22, F.S. |

# 2025–26 Uniform Statewide Assessment Calendar

| Test | Type | Purpose/Required Use | Statutory Authority/Required Use Citation |
|---|---|---|---|
| | | | Rule 6A-1.09422, F.A.C.<br>Rule 6A-10.0315, F.A.C. |
| PSAT/NMSQT | Summative | Inform course placement; can be used as a concordant or comparative score to meet graduation requirements | s. 1007.35, F.S.<br>s. 1008.22, F.S.<br>Rule 6A-1.09422, F.A.C.<br>Rule 6A-10.0315, F.A.C. |
| SAT | Summative | Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities | s. 1008.22, F.S.<br>Rule 6A-1.09422, F.A.C.<br>Rule 6A-10.0315, F.A.C.<br>Rule 6A-20.028, F.A.C. |

## 3. Required Statewide Assessments

The following assessments are required for students as indicated in the **Students to Be Tested** column. FDOE will complete this section with the required statewide assessments. Districts should then populate the **District Window** column for each assessment in the table but should not modify any FDOE-provided information.

When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

| Assessment | Students to Be Tested | Statewide Window | District Window | Mode | Testing Time | Results Expected |
|---|---|---|---|---|---|---|
| VPK FAST PM1 | Students enrolled in VPK | First 30 instructional days after a student's enrollment or the start of a program year or school year | August 18-August 29, 2025 | CBT | 10–20 minutes | Immediately following test completion |
| FAST PM1 | Kindergarten–Grade 1 ELA Reading[1] | August 4–September 26, 2025 | **August 25-September 5, 2025** | CBT[2] | 10–20 minutes | Immediately following test completion |
| FAST PM1 | Grade 2 ELA Reading[1] | August 4–September 26, 2025 | **August 25-September 5, 2025** | CBT[2] | 15–20 minutes | Immediately following test completion |
| FAST PM1 | Kindergarten–Grade 2 Mathematics[1] | August 4–September 26, 2025 | **August 25-September 5, 2025** | CBT[2] | 20–30 minutes | Immediately following test completion |
| FAST PM1 | Grades 3–10 ELA Reading | August 11–September 26, 2025 | **September 2-12, 2025** | CBT[2] | 90 minutes[3] | Immediately following test completion |
| FAST PM1 | Grades 3–5 Mathematics | August 11–September 26, 2025 | **September 2-12, 2025** | CBT[2] | 80 minutes[3] | Immediately following test completion |

# 2025–26 Uniform Statewide Assessment Calendar

| Assessment | Students to Be Tested | Statewide Window | District Window | Mode | Testing Time | Results Expected |
|---|---|---|---|---|---|---|
| FAST PM1 | Grades 6–8 Mathematics | August 11–September 26, 2025 | **September 2-12, 2025** | CBT[2] | 100 minutes[3] | Immediately following test completion |
| FAA—Datafolio[4] | Grades 3–10 ELA (Reading and Writing); Grades 3–8 Mathematics; Grades 5 and 8 Science; and Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOCs | Collection Period 1: September–October 2025 | **NA** | PBT | Varies/Untimed | June 2026 |
| PSAT/NMSQT[7] | Grade 10 students in districts that selected PSAT/NMSQT | October 2025 | **October 2025** | CBT/PBT | 134 minutes | 4–6 weeks after testing |
| PreACT[7] | Grade 10 students in districts that selected PreACT | October 2025–April 2026 | **NA** | CBT/PBT | 150 minutes | Approximately 2 weeks after testing |
| FAA—Datafolio[4] | Grades 3–10 ELA (Reading and Writing); Grades 3–8 Mathematics; Grades 5 and 8 Science; and Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOCs | Collection Period 2: November–December 2025 | **NA** | PBT | Varies/Untimed | June 2026 |
| FCLE | Students enrolled in associated courses | November 3–December 19, 2025 | **November 3-December 19, 2025** | CBT[2] | 160 minutes[5] | Immediately following test completion |
| VPK FAST PM2 | Students enrolled in VPK | Midyear | **December 1-19, 2025** | CBT | 10–20 minutes | Immediately following test completion |
| FAST PM2 | Kindergarten–Grade 1 ELA Reading | December 1, 2025–January 23, 2026 | **December 1-12, 2025** | CBT[2] | 10–20 minutes | Immediately following test completion |
| FAST PM2 | Grade 2 ELA Reading | December 1, 2025–January 23, 2026 | **December 1-12, 2025** | CBT[2] | 15–20 minutes | Immediately following test completion |
| FAST PM2 | Kindergarten–Grade 2 Mathematics | December 1, 2025–January 23, 2026 | **December 1-12, 2025** | CBT[2] | 20–30 minutes | Immediately following test completion |
| FAST PM2 | Grades 3–10 ELA Reading | December 1, 2025–January 23, 2026 | **December 8-19, 2025** | CBT[2] | 90 minutes[3] | Immediately following test completion |

# 2025–26 Uniform Statewide Assessment Calendar

| Assessment | Students to Be Tested | Statewide Window | District Window | Mode | Testing Time | Results Expected |
|---|---|---|---|---|---|---|
| FAST PM2 | Grades 3–5 Mathematics | December 1, 2025–January 23, 2026 | **December 8-19, 2025** | CBT[2] | 80 minutes[3] | Immediately following test completion |
| FAST PM2 | Grades 6–8 Mathematics | December 1, 2025–January 23, 2026 | **December 8-19, 2025** | CBT[2] | 100 minutes[3] | Immediately following test completion |
| FAA—Datafolio[4] | Grades 3–10 ELA (Reading and Writing); Grades 3–8 Mathematics; Grades 5 and 8 Science; and Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOCs | Collection Period 3: February–March 2026 | **NA** | PBT | Varies/Untimed | June 2026 |
| CLT10[7] | Grade 10 students in districts that selected CLT10 | February 3–4, 2026<br>April 22–23, 2026 | **NA** | PBT/CBT | 120 minutes | Within 3 weeks |
| FAA—Performance Task[6] | Grades 3–8 ELA and Mathematics; Grades 4–8 Writing; Grades 5 and 8 Science; and Civics EOC | March 2–April 17, 2026 | **March 2-April 10, 2026** | PBT | Varies/Untimed | June 2026 |
| ACT[7] | Grade 11 students in districts that selected ACT | March–April 2026 | **NA** | PBT/CBT | 175 minutes | 3–8 weeks after test administration |
| CLT[7] | Grade 11 students in districts that selected CLT | March–April 2026 | **NA** | PBT/CBT | 120 minutes | Within 3 weeks |
| SAT[7] | Grade 11 students in districts that selected SAT | March–April 2026 | **March 3-10, 2026** | CBT | 134 minutes | 2–4 weeks after test administration |
| FAA—Performance Task[6] | Grades 9 and 10 ELA; Grades 9 and 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs | March 9–April 24, 2026 | **March 9-April 24, 2026** | PBT | Varies/Untimed | June 2026 |

# 2025–26 Uniform Statewide Assessment Calendar

| Assessment | Students to Be Tested | Statewide Window | District Window | Mode | Testing Time | Results Expected |
|---|---|---|---|---|---|---|
| B.E.S.T. Writing | Grades 4–10 | March 30–April 10, 2026 | **March 30-April 3, 2026** | CBT[2] | 120 minutes[5] | June 2026 |
| FCLE | Students enrolled in associated courses | March 30–May 29, 2026 | **March 30-May 15, 2026** | CBT[2] | 160 minutes[5] | Immediately following test completion |
| VPK FAST PM3 | Students enrolled in VPK | The last 30 days of the program or school year | **April 22-May 9, 2026** | CBT | 10–20 minutes | Immediately following test completion |
| FAST PM3 | Kindergarten ELA Reading[8] | April 13–May 29, 2026 | **April 14-28, 2026** | CBT[2] | 10–20 minutes | Immediately following test completion |
| FAST PM3 | Grades 1–2 ELA Reading[8] | April 13–May 29, 2026 | **April 14-28, 2026** | CBT[2] | 15–20 minutes | Immediately following test completion |
| FAST PM3 | Kindergarten –Grade 2 Mathematics[8] | April 13–May 29, 2026 | **April 14-28, 2026** | CBT[2] | 20–30 minutes | Immediately following test completion |
| FAST PM3 | Grades 3–10 ELA Reading | May 1–29, 2026 | **May 1-15, 2026** | CBT[2] | 120 minutes[3] | Immediately following test completion |
| FAST PM3 | Grades 3–5 Mathematics | May 1–29, 2026 | **May 1-15, 2026** | CBT[2] | 100 minutes[3] | Immediately following test completion |
| FAST PM3 | Grades 6–8 Mathematics | May 1–29, 2026 | **May 1-15, 2026** | CBT[2] | 120 minutes[3] | Immediately following test completion |
| Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs | Students enrolled in associated courses | May 1–29, 2026 | **May 1-15, 2026** | CBT[2] | 160 minutes[3] | Immediately following test completion |
| Statewide Science | Grades 5 and 8 | May 1–29, 2026 | **May 1-15, 2026** | CBT[2] | 120 minutes[3] | Immediately following test completion |

[1] K–2 FAST assessments for PM1 must be administered within the first 30 instructional days of the school year.

[2] Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

[3] Any student who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

[4] The FAA—Datafolio is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment or the FAA—Performance Task is inappropriate, even with accommodations.

[5] Any student who has not completed the test by the end of the allotted time may continue working up to half the length of a typical school day.

[6] The FAA—Performance Task is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

[7] Each district must choose to administer the CLT10, PreACT, or PSAT/NMSQT for grade 10 and the ACT, CLT or SAT for grade 11. Complete the row for the assessments chosen by your district and then change the background for the assessment not chosen to gray and leave the district window cell blank.

[8] K–2 FAST assessments for PM3 must be administered within the last 30 instructional days of the school year.

# 2025–26 Uniform Statewide Assessment Calendar

## 4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. The FDOE will complete this section with the applicable statewide assessments. Districts should then populate the **District Window** column for the assessments in the table below but should not modify any FDOE-provided information. If an assessment is not being administered in your district, indicate "N/A" in the District Window column.

Because the tests included in this section are not administered to all students or, in some cases, are optional for students, the testing time for these tests should not be included in the total testing time calculated in Section 6.

| Assessment | Students to Be Tested[3] | Statewide Window | District Window | Mode | Testing Time | Results Expected |
|---|---|---|---|---|---|---|
| ASVAB | | August 2025–May 2026 | August 2025-May 2026 | CBT/PBT | CBT: 198 minutes<br>PBT: 149 minutes | Approximately 2 weeks after testing |
| FAST Grade 10 ELA Reading Retake | Students who need to retake the assessment | September 8–October 3, 2025 | September 8-October 3, 2025 | CBT[1] | 120 minutes[2] | Immediately following test completion |
| Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs | Students who need to retake the assessment | September 8–October 3, 2025 | September 8-October 3, 2025 | CBT[1] | 160 minutes[2] | Immediately following test completion |
| FAA—Performance Task[4] Grade 10 ELA and Algebra 1 EOC Makeup | Students who need to take the assessment | September 22–October 10, 2025 | September 22-October 10, 2025 | PBT | Varies/Untimed | December 2025 |
| NAEP Reading and Mathematics | Select grades 4 and 8 students | January–March 2026 | January-March 2026 | CBT | 120 minutes | Fall 2026 |
| NAEP Civics and U.S. History | Select grade 8 students | January–March 2026 | January-March 2026 | CBT | 120 minutes | Spring 2027 |
| FAST Grade 10 ELA Reading Retake | Students who need to retake the assessment | December 1–19, 2025 | December 1-19, 2025 | CBT[1] | 120 minutes[2] | Immediately following test completion |
| Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs | Students who need to retake the assessment | December 1–19, 2025 | December 1-19, 2025 | CBT[1] | 160 minutes[2] | Immediately following test completion |
| WIDA ACCESS | Kindergarten students currently classified as ELL with "LY" code | January 12–March 13, 2026 | January 12-March 13, 2026 | PBT | 45 minutes | June 2026 |
| WIDA ACCESS | Grades 1–12 students currently classified as ELL with "LY" code | January 12–March 13, 2026 | January 12-March 13, 2026 | CBT | 105–245 minutes[1] (varies by grade-level/tier) | June 2026 |

# 2025–26 Uniform Statewide Assessment Calendar

| Assessment | Students to Be Tested[3] | Statewide Window | District Window | Mode | Testing Time | Results Expected |
|---|---|---|---|---|---|---|
| WIDA Alternate ACCESS | K–12 students with the most significant cognitive disabilities and currently classified as ELL with "LY" code | January 12–March 13, 2026 | **January 12-March 13, 2026** | PBT | 120 minutes | June 2026 |
| FAST Grade 10 ELA Reading Retake | Students who need to retake the assessment. | May 1–29, 2026 | **May 1-15, 2026** | CBT[1] | 120 minutes[2] | Immediately following test completion |
| FAST Grade 3 ELA Reading | Students who need to retake the assessment. | July 13–24, 2026 | **July 13-24, 2026** | CBT[2] | 120 minutes[2] | Immediately following test completion |
| FAST Grade 10 ELA Reading Retake | Students who need to retake the assessment. | July 13–24, 2026 | **July 13-24, 2026** | CBT[1] | 120 minutes[2] | Immediately following test completion |
| Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs | Students who were previously enrolled in the course and need to retake/take the assessment. | July 13–24, 2026 | **July 13-24, 2026** | CBT[1] | 160 minutes[2] | Immediately following test completion |

[1] Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

[2] Any student who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

[2] If indicated, "applicable students" relates to the sub-group(s) of students who *may* take that assessment; it does not indicate that all students throughout the state in that sub-group will take that assessment. Assessments for which no applicable student group is listed are available to students as needed but are not limited to any specific sub-group.

[4] The FAA—Performance Task is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

# 2025–26 Uniform Statewide Assessment Calendar

## 5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in the district.

| Assessment | Students to Be Tested | District Window | Mode | Testing Time | Results Expected |
|---|---|---|---|---|---|
| Achieve 3000 Level Set | 6-12 | August 18th-29th<br>January 7th-16th<br>April 13th-24th | CBT | 30-45 minutes | Immediately after testing |
| iReady Diagnostic:<br>Reading<br>Math | K-8 | August 13-19, 2025<br>January 12-23, 2026<br>April 7-17, 2026 | CBT | Suggested<br>50 minutes (K-1)<br>90 minutes (2-8) | 1 week after |
| STAR Progress Monitoring | K-10 | October 13-24, 2025<br>February 17-27, 2026<br>March 23-April 3, 2026 | CBT | 60 minutes | Immediately after testing |
| Benchmark Comprehensive Assessment (BCA) | HeadStart | August 19-September 19, 2025<br>December 2-December 19, 2025<br>April 14-May 2, 2026 | PBT | 45-60 minutes | Immediately after testing |
| CLT<br>SAT<br>ACT | 11-12<br>Non-concordant seniors<br>Non-concordant seniors only (non-reportable) | October 22 and March 12<br>March 3, 2026<br>March 31, 2026 | CBT | 120 minutes<br>134 minutes<br>175 minutes | Within 8 business days (CLT)<br>2-4 weeks after test administration (SAT)<br>3-8 weeks after test administration (ACT) |

# 2025–26 Uniform Statewide Assessment Calendar

## 6. Estimates of Total Testing Time by Grade Level

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

| Grade Level | Statewide Assessments | District Assessments | Approximate Total Testing Time (In Minutes) |
|---|---|---|---|
| VPK | 60 | 60 | 120 |
| K | 150 | 150 | 300 |
| 1 | 150 | 150 | 300 |
| 2 | 150 | 150 | 300 |
| 3 | 560 | 560 | 1120 |
| 4 | 680 | 680 | 1360 |
| 5 | 840 | 840 | 1680 |
| 6 | 740 | 360 | 1100 |
| 7 | 900 | 360 | 1260 |
| 8 | 900 | 360 | 1260 |
| 9 | 740 | 150 | 890 |
| 10 | 580+120/150/134[1] | 150 | 714 |
| 11 | 160+175/120/134[2] | 294+175/120/134 | 723 |
| 12 | 160 | | |

[1]The amount of time for grade 10 statewide assessments will depend on whether a district selects CLT10, PreACT, or PSAT/NMSQT. If CLT10, use 700 minutes (580 + 120) for the grade 10 Statewide Assessments cell. If PreACT, use 730 (580 + 150) for the grade 10 Statewide Assessments cell. If PSAT/PSAT/NMSQT, use 714 (580 + 134) for the grade 10 Statewide Assessments cell.

[2]The amount of time for grade 11 statewide assessments will depend on whether a district selects ACT, CLT or SAT. If ACT, use 335 minutes (160 + 175) for the grade 11 Statewide Assessments cell. If CLT, use 280 minutes (160 + 120) for the grade 11 Statewide Assessments cell. If SAT, use 294 minutes (160 + 134) for the grade 11 Statewide Assessments cell.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 10b

**DATE OF THE SCHOOL BOARD MEETING: August 26, 2025**

**TITLE OF AGENDA ITEM: District Comprehensive Evidence-Based Reading Plan**

**DIVISION:** Academic Services

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

**PURPOSE AND SUMMARY OF ITEM:**

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum, and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in Rule 6A-1.09401, Florida Administrative Code (F.A.C.), Student Performance Standards. This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

**FUND SOURCE: N/A**

**AMOUNT: N/A**

**PREPARED BY: Allysun Davis and Dr. Loietta Holmes**

**POSITION: Directors of Elementary and Secondary Education**

8/8/25

---

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 _____

# District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) 1002.33(7)(a)2(a). and 1003.4201, Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in Rule 6A-1.09401, Florida Administrative Code (F.A.C.), Student Performance Standards. This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

## 1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. **Add additional rows as needed.**

| Point of Contact | Name | Email | Phone |
|---|---|---|---|
| Main Reading Contact | Lisa Robinson | robinsonl@gcpsmail.com | 850-627-9651 ext. 1319 |
| Data Element | Caroline McKinnon | mckinnonc@gcpsmail.com | 850-627-9651 ext. 1402 |
| Third Grade Promotion | Allysun Davis | davisa@gcpsmail.com | 850-627-9651 ext.1278 |
| Multi-Tiered System of Supports | Kesandra Brown | Brownk@gcpsmail.com | 850-627-9651 ext. 1240 |
| Secondary Reading Contact | Dr. Loietta Holmes | holmesl@gcpsmail.com | 850-627-9651 ext.1321 |

## 2) District Expenditures

**Comprehensive System of Reading Instruction Expenditures** (Rule 6A-6.053(9)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial reading deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. 1002.33(7)(a)2.a., 1003.4201 and 1008.25(3)(a), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

| Comprehensive System of Reading Instruction Expenditures | Amount | FTE (where applicable) |
|---|---|---|
| **Elementary Expenses** | | |
| Literacy coaches | **$62,153.00** | **1** |
| Intervention teachers | **$47,000.00** | |
| Scientifically researched and evidence-based supplemental instructional materials | **$12,000.00** | |
| Third grade summer reading camps | **$100,000.00** | |
| Summer reading camps | | |
| **Secondary Expenses** | | |
| Literacy coaches | **$62,153.00** | **1** |
| Intervention teachers | **$47,000.00** | |
| Scientifically researched and evidence-based supplemental instructional materials | **$12,000.00** | |
| **PreK-Grade 12 Expenses** | | |
| Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction | **$8,000.00** | |
| Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification | | |
| Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential | | |
| Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.) | **$12,000.00** | |
| Tutoring programs to accelerate literacy learning | **$8,000.00** | |
| Family engagement activities | **$8,073.00** | |
| **Other – Please Describe (Add additional rows as needed.)** | | |
| Estimated proportional share distributed to district charters<br>*Charter schools must utilize their proportionate share in accordance with Section(s)1002.33.&)(a)2.a., s. 1003.4201. Florida Statutes (F.S. Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading. | **$35,844** | |
| **Estimated Sum of Expenditures** | **414,223** | |

## 3) Literacy Leadership – District and School

**A. Measurable Student Achievement Goals** (Rule 6A-6.053(9)(b)3.d., F.A.C.)
Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

**For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).**

| FAST |
|---|

| Grade | Previous School Year – % of Students Scoring | Goal for Plan Year – % of Students Scoring | Previous School Year – % of Students Scoring | Goal for Plan Year – % of Students Scoring |
|---|---|---|---|---|
| | **Urgent Intervention** <10th percentile | **Urgent Intervention** <10th percentile | **At & Above Benchmark** 40th percentile & above | **At & Above Benchmark** 40th percentile & above |
| **VPK** | 87% | 10% | 13% | 60% |

1. **Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.**

**An analysis of the May 2025 STAR Early Literacy Assessment results for Gadsden County's Pre-K students reveals a clear need for intensified early literacy support: 36% of students scored at Level 1, 51% at Level 2, with only 13% achieving Levels 3 through 5. These results indicate that 87% of Pre-K students are performing below proficiency, underscoring the urgency of targeted, data-informed instructional strategies to ensure students are kindergarten ready.**

**To address these performance trends, Gadsden County Schools will strengthen literacy outcomes through a multi-faceted plan grounded in ongoing assessment, research-based instruction, and individualized support:**

**1. Data-Driven Instruction and Assessment**
**The Gadsden County Schools Head Start/Pre-K Program administers the Benchmark Comprehensive Assessment (paper-based) and the VPK F.A.S.T. (computer-based) three times annually. These assessments provide critical insight into each child's progress in foundational literacy domains such as phonological and phonemic awareness. Teachers use this data to closely monitor growth and identify students in need of intervention.**

**2. High-Quality Curriculum Implementation**
**Teachers implement the Ready to Advance curriculum by Benchmark Education Company, which emphasizes intentional, research-based strategies for early literacy development. This includes explicit instruction in key areas such as rhyming, segmenting, blending, and sound manipulation—skills vital for decoding and early reading. The curriculum also supports vocabulary acquisition, oral language development, and print awareness, all of which scaffold comprehension.**

**3. Multimodal and Inclusive Learning Strategies**
**The curriculum integrates American Sign Language (ASL) to support auditory discrimination and phonological processing through visual and kinesthetic reinforcement. This approach is especially beneficial for dual language learners and students with diverse communication needs, ensuring equitable access to literacy instruction.**

**4. Differentiated and Individualized Support**
**Literacy instruction is delivered through whole-group lessons, targeted small-group instruction, and one-on-one interventions. This tiered approach allows teachers to meet students at their level of need, with a focus on accelerating progress for the 87% of students currently performing below proficiency.**

**5. Alignment with Florida Early Learning Standards**
**Instructional planning is grounded in the Florida Early Learning and Developmental Standards, which emphasize oral language, emergent reading, and print concepts. These standards provide a comprehensive foundation to prepare every child for the expectations of kindergarten literacy.**
**By combining data-driven decision making, evidence-based curriculum, inclusive practices, and continuous progress monitoring, Gadsden County Schools is committed to significantly improving early literacy outcomes for all VPK students.**

**By combining data-driven decision making, evidence-based curriculum, inclusive practices, and continuous progress monitoring, Gadsden County Schools is committed to significantly improving early literacy outcomes for all VPK students.**

**For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.**

| FAST | | | | |
|---|---|---|---|---|
| **Grade** | **Previous School Year – % of Students Scoring Level 1** | **Goal for Plan Year – % of Students Scoring Level 1** | **Previous School Year – % of Students Scoring Levels 3-5** | **Goal for Plan Year – % of Students Scoring Levels 3-5** |
| **K** | 28 | 21 | 47 | 56 |
| **1** | 33 | 24 | 48 | 54 |
| **2** | 38 | 31 | 34 | 45 |
| **3** | 35 | 26 | 38 | 50 |
| **4** | 37 | 24 | 36 | 42 |
| **5** | 34 | 27 | 37 | 45 |
| **6** | 37 | 27 | 30 | 40 |
| **7** | 29 | 19 | 40 | 50 |
| **8** | 32 | 22 | 35 | 45 |
| **9** | 36 | 26 | 32 | 42 |
| **10** | 32 | 22 | 37 | 46 |

**B. Plan Implementation and Monitoring (Rule 6A-6.053(10), F.A.C.)**

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

**1. Provide an explanation of the following:**

| **Grades K-5** | **District Level** | **School Level** |
|---|---|---|
| Data that will be collected and frequency of review | **FAST 3-5**<br>**FAST K-2 Early Literacy**<br>**STAR Renaissance**<br>**I-Ready** | **FAST 3-5**<br>**FAST K-2 Early Literacy**<br>**STAR Renaissance**<br>**I-Ready** |
| Actions for continuous support and improvement | **Strengthen Academic Performance Review Team**<br><br>**Expand Early Intervention Services**<br><br>**Provide Targeted Professional Development** | **Establish Instructional Review and Accountability Teams**<br><br>**Build Outcome Focused Plans to Accelerate Learning**<br><br>**Provide Targeted Professional Development** |
| **Grades 6-8** | **District Level** | **School Level** |
| Data that will be collected and frequency of review | FAST<br>STAR Renaissance<br>i-Ready<br>Achieve 3000 | FAST<br>STAR Renaissance<br>i-Ready<br>Achieve 3000 |
| Actions for continuous support and improvement | • Data Review Teams<br>• Action Plans for Academic Improvement<br>• Targeted Professional Development | • Data Review Teams<br>• Action Plans for Academic Improvement<br>• Targeted Professional Development |

| Grades 9-12 | District Level | School Level |
|---|---|---|
| Data that will be collected and frequency of review | FAST<br>STAR Renaissance<br>Achieve 3000 | FAST<br>STAR Renaissance<br>Achieve 3000 |
| Actions for continuous support and improvement | • Data Review Teams<br>• Action Plans for Academic Improvement<br>• Targeted Professional Development | • Data Review Teams<br>• Action Plans for Academic Improvement<br>• Targeted Professional Development |

2. **Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.**

**Based on insights from the CERP reflection process and our student performance data, it is clear that we must sharpen our focus on early and effective interventions to ensure all students achieve literacy success. Central to this effort is the consistent implementation of rigorous, evidence-based Tier I instruction in reading and writing, aligned with the core curriculum and delivered with fidelity. High-quality instruction from the outset is critical to closing achievement gaps and promoting literacy growth across all student groups.**

**To advance this goal, we will continue to:**

- **Provide ongoing professional development for teachers grounded in the science of reading and best practices in literacy instruction.**
- **Expand learning opportunities beyond the school day that specifically target foundational literacy skills.**
- **Leverage assessment data to guide instruction and deliver timely, targeted support to students who are not meeting grade-level benchmarks.**
- **Invest in high-quality early childhood education programs that establish a strong literacy foundation before students enter formal schooling.**

**By prioritizing these strategies, especially early, proactive supports, we can foster a more equitable and effective literacy environment where every student has the opportunity to thrive.**

3. **Describe the process used by principals to monitor implementation of the reading plan, including the frequency of reading walkthroughs conducted by administrators.**

**Principals play a pivotal role in ensuring the successful implementation of the district's reading plan by**

clearly communicating its expectations and objectives to all staff members. To support this, principals and instructional coaches provide ongoing guidance and resources to teachers, fostering an environment of continuous professional growth.

To monitor the implementation of the plan, principals conduct frequent, unannounced classroom walkthroughs at various times throughout the school day. These walkthroughs provide a comprehensive view of instructional practices, focusing on key elements of the reading plan, such as student engagement, the effective use of instructional strategies, and the integration of resources.

In addition, principals engage with teachers during professional learning communities (PLCs) and professional development sessions to reflect on classroom observations. These reflective discussions center on strengths, identify areas for growth, and guide the creation of targeted action plans to improve instructional practices.

Principals also prioritize celebrating successes and recognizing improvements, both for individual teachers and students. This acknowledgment fosters a positive, motivating school culture and reinforces the commitment to continuous improvement in literacy instruction.

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Principals actively oversee the collection and analysis of assessment data to ensure that instructional practices are aligned with student needs and that all students are receiving the support necessary for success. This process begins with the systematic collection of both formative and summative assessment data, including progress monitoring tools, to track student growth and identify areas for improvement.

To ensure effective use of this data, principals collaborate closely with teachers and instructional coaches. They establish clear protocols for regularly reviewing student performance data during data team meetings, professional learning communities (PLCs), and individual teacher conferences. Principals guide teachers in interpreting the data to identify patterns, diagnose learning gaps, and adjust instructional strategies accordingly.

Principals also support teachers in setting specific, measurable goals for student progress based on the data. This process is regularly revisited to ensure that instructional interventions are targeted and responsive to the evolving needs of students.

In addition, principals monitor the frequency and consistency of progress monitoring efforts, ensuring that interventions are implemented as planned and that student progress is tracked over time. This data is used to inform both individual instructional decisions and broader programmatic adjustments to ensure that all students—especially those at risk—receive timely and appropriate support.

By embedding data-driven practices into the school culture, principals help ensure that instructional decisions are proactive, targeted, and responsive to the needs of every student, leading to improved academic outcomes for all.

C. Literacy Coaches (Rule 6A-6.053(4), F.A.C.)

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. **Is the district using the Just Read, Florida! literacy coach model as defined in Rule 6A-6.053(4), F.A.C.?**

**X Yes** **☐No**

2. **If no, please describe the evidence-based coach model the district is using.**

**N/A**

3. **How is the district's literacy coach model communicated to principals?**

Principals receive a presentation on the role of the district literacy specialists and the appropriate work they can do while supporting the school. The literacy specialists meet with each principal to discuss the school's needs, review the requirements for their role, and determine the scope of work that will be most impactful at the school. The coaching model will be reviewed with all school-based literacy coaches at the monthly coaches' cadre meetings throughout the year. Coaches will be encouraged to create an agreement with the principal that outlines their duties in alignment with the coaching model.

4. **How does the district support literacy coaches throughout the school year?**

Literacy coaches will attend monthly professional learning sessions to support their coaching practices and expand their content expertise sponsored by the Panhandle Area Educational Consortium (PAEC). Resources are also provided on a shared Google Drive.

5. **How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?**

District specialists will facilitate monthly meetings at school sites to allow for classroom observation, modeling of common planning practices, data analysis, and more consistent collaboration among participants. District specialists will work with individual coaches and principals to determine plans for individualized support as needed.

6. **How does the district monitor implementation of the literacy coach model?**

Coaching cycles completed by district specialists will be maintained in a digital coaching log that is accessible to district leadership and shared with the school's principal on Google Drive. School-based coaches document their coaching cycles for the principal.

7. **How does the district measure the effectiveness of literacy coaches?**

Literacy coaches are expected to demonstrate a direct impact on student outcomes, especially in reading proficiency, through measurable gains on:

- Florida Assessment of Student Thinking (FAST) PM1–PM3 scores
- Progress monitoring data (i-Ready, Achieve3000, district benchmarks)

## 4) Assessment, Curriculum and Reading Instruction

A.

**Florida's Formula for Reading Success** (Rule 6A-6.053(3)(a), F.A.C.)

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:

- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 Code of Federal Regulations 200.2(b)(2)(ii).
    - **Core Instruction (Tier 1)**: provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
    - **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.
    - **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in s. 1003.485, F.S.

1. **How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?**

**The district's strategic plan is closely aligned with Florida's Formula for Reading Success, ensuring that all students, including students with disabilities and English language learners (ELLs), receive the targeted support and resources necessary for literacy achievement. Florida's Formula for Reading Success emphasizes five key components—phonemic awareness, phonics, fluency, vocabulary, and comprehension—and our district's literacy framework mirrors these essential pillars.**

**First, our strategic plan prioritizes evidence-based reading instruction that incorporates these components systematically and intentionally. Through a focus on explicit phonics instruction, for example, we ensure that foundational literacy skills are developed from the earliest grades, supporting all learners, including students with disabilities who may require specialized, scaffolded instruction. For our ELL students, the strategic plan emphasizes the importance of integrating language development with literacy instruction, using strategies that support both the acquisition of English and the development of reading skills.**

**To further support diverse learners, including students with disabilities and ELLs, the district provides targeted professional development that equips teachers with effective instructional strategies tailored to**

9

the unique needs of these students. This includes differentiated instruction, the use of assistive technologies, and the integration of culturally responsive teaching practices that resonate with the backgrounds and needs of ELLs.

In addition, the district's strategic plan incorporates frequent progress monitoring, ensuring that students who are not meeting literacy benchmarks, including students with disabilities and ELLs, receive timely interventions. These data-driven decisions allow for personalized support, with specific interventions designed to address individual gaps in literacy skills.

Furthermore, our strategic plan encourages collaboration between general education teachers, special education staff, and ESOL (English for Speakers of Other Languages) specialists, fostering a holistic approach to literacy instruction. By aligning our district's priorities with the state's formula for reading success, we aim to create an inclusive, equitable environment where every student, regardless of background or learning needs, has the opportunity to succeed in literacy.

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

The district's Pre-K program, which includes Voluntary Prekindergarten (VPK), ESE Pre-K, and traditional Pre-K classes, is designed to foster the foundational skills necessary for all children to become proficient readers and successful students. This program is built upon high literacy standards, rigorous accountability, an age-appropriate curriculum, ample instructional time, manageable class sizes, and highly qualified educators.

To ensure early literacy development, the district's Pre-K programs conduct comprehensive assessments three times a year, utilizing the Benchmark Comprehensive Assessment and VPK F.A.S.T. tools. These assessments enable teachers to monitor student progress in critical areas such as phonological and phonemic awareness—essential building blocks for later reading proficiency.

Aligned with the Florida Early Learning Standards, the program ensures that all students are adequately prepared for Kindergarten. The curriculum used across all Pre-K classes is Benchmark's *Ready to Advance*, which emphasizes literacy development. Instruction is delivered through a balanced approach that includes whole-group instruction, small-group sessions, and one-on-one interventions, tailored to meet the diverse needs of students. The curriculum also integrates American Sign Language (ASL) instruction, supporting diverse learners and enriching their language acquisition.

By aligning the program with both state standards and evidence-based instructional practices, the district ensures that all students, including those in VPK, ESE Pre-K, and traditional Pre-K, receive the high-quality education and support needed for a strong start in their academic journey.

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

The district employs research-based instructional programs, including *Benchmark Ready to Advance*, which incorporates explicit phonics instruction and systematically supports the development of phonological and phonemic awareness. The curriculum is designed

with built-in flexibility, enabling educators to provide targeted practice and reinforcement based on student needs.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in Rule 6A-6.053(5), F.A.C.

The district implements a series of targeted interventions to support the development of foundational literacy skills. These interventions are designed to address specific areas of concern, such as phonological awareness, letter recognition, phonemic awareness, and early vocabulary development.

Upon identification of students at risk, teachers collaborate with instructional coaches and support staff to develop personalized intervention plans. These plans include a variety of evidence-based strategies tailored to the individual needs of each student. Key interventions include:

1. Small-Group Instruction: Students identified with substantial deficiencies are provided with small-group instruction that focuses on targeted skills. These groups allow for more individualized attention and increased opportunities for practice in areas such as letter-sound correspondence, blending, and segmenting words.

2. One-on-One Intervention: In addition to small-group instruction, students may receive one-on-one intervention, where teachers can provide highly focused support in areas of early literacy where the student is most challenged. This individualized support helps reinforce key skills and promotes greater retention.

3. Progress Monitoring and Data-Driven Adjustments: Regular progress monitoring is conducted to assess the effectiveness of interventions. This includes ongoing assessments through the Benchmark Comprehensive Assessment and VPK F.A.S.T., enabling teachers to adjust instruction and interventions based on the student's progress. Data from these assessments inform targeted instructional decisions and the timely modification of intervention plans.

4. Collaborative Support: Teachers work closely with instructional coaches, reading specialists, and other support staff to ensure the interventions are implemented effectively. Collaboration among educators also includes sharing strategies and resources to maximize student success.

5. Parental Involvement: The district actively involves parents by providing them with resources and strategies to support early literacy development at home. Regular communication between home and school helps ensure that interventions are reinforced and that families are partners in their child's literacy journey.

These interventions are designed to address substantial deficiencies in early literacy skills and provide students with the necessary tools to close gaps and achieve Kindergarten readiness. By employing a comprehensive, multi-tiered approach, the district ensures that VPK students identified with early literacy challenges receive the focused support they need to succeed.

B. Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(b)4., F.A.C.)

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to s. 1008.25(9)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in 20 United States Code (U.S.C.) s. 7801(21)(A)(i):

(A) ...an activity, strategy or intervention that –
(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

## Grades VPK-5

### 1. Grades VPK-5 Assessments

| FAST | | | | |
|---|---|---|---|---|
| **Name of the Assessment** | **Target Audience** | **What component of reading is assessed?** | **Assessment Type** | **How often is the data collected?** |
| FAST Star Early Literacy | ☒ VPK<br>☒ Grade K<br>☒ Grade 1 | ☒ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics<br>☒ Fluency<br>☒ Vocabulary | ☒ Screening<br>☒ Progress Monitoring<br>☒ Summative | ☒ 3 x Year |

| | | Comprehension | | |
|---|---|---|---|---|
| FAST Star Reading | ☒ Grade 1<br>☒ Grade 2 | ☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Summative | ☒ 3 x Year |
| FAST ELA Reading | ☒ Grade 3<br>☒ Grade 4<br>☒ Grade 5 | ☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Summative | ☒ 3 x Year |

**Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.**

| Additional Assessment(s) | | | | |
|---|---|---|---|---|
| **Name of the Assessment** | **Target Audience (Grades PreK-5) (Select all that apply.)** | **What component of reading is assessed? (Select all that apply.)** | **Assessment Type (Select all that apply.)** | **How often is the data collected?** |
| Other District Assessment (Enter name of assessment. Then, select all that apply.) | ☐ VPK<br>☐ PreK<br>☐ Grade K<br>☐ Grade 1<br>☐ Grade 2<br>☐ Grade 3<br>☐ Grade 4<br>☐ Grade 5<br>☐ All Students<br>☐ Select Students | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☐ Vocabulary<br>☐ Comprehension | ☐ Screening<br>☐ Progress Monitoring<br>☐ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |
| Other District Assessment (Enter name of assessment. Then, select all that apply.) | ☐ VPK<br>☐ PreK<br>☐ Grade K<br>☐ Grade 1<br>☐ Grade 2<br>☐ Grade 3<br>☐ Grade 4<br>☐ Grade 5<br>☐ All Students<br>☐ Select Students | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☐ Vocabulary<br>☐ Comprehension | ☐ Screening<br>☐ Progress Monitoring<br>☐ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |

2. **Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)**
Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in Rule 6A-6.053, F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if:

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
    - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.;
    - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
    - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

**2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.**

**The district utilizes a structured and data-driven process to identify students in grades K-3 who require Tier 2 and Tier 3 interventions, aligned with our Multi-Tiered System of Supports (MTSS). This process ensures that students who are struggling with early literacy skills receive timely and targeted support to address their individual learning needs.**

1. **Universal Screening: At the beginning of each school year, all students in grades K-3 undergo universal screening assessments to identify those who may be at risk for reading difficulties. These screenings assess key literacy skills such as phonemic awareness, letter recognition, and early reading fluency.**

2. **Ongoing Progress Monitoring: Students who show signs of difficulty are monitored regularly through ongoing progress monitoring assessments. These assessments are designed to track student growth in real-time and identify those who are not making sufficient progress despite core instruction.**

3. **Data Review and Team Collaboration: When a student demonstrates a consistent lack of progress or falls below grade-level benchmarks, a collaborative team—composed of classroom teachers, reading specialists, and instructional coaches—reviews the data to determine the student's need for additional support. This includes analyzing assessment results, classroom performance, and other relevant data points.**

4. **Tiered Intervention Placement: Based on the data, students who require more intensive support are placed into Tier 2 or Tier 3 interventions. Tier 2 interventions typically involve small-group instruction focused on targeted skill development, while Tier 3 interventions are more**

individualized, providing one-on-one support tailored to address specific deficits in literacy skills.

5. Parent Involvement and Communication: Throughout the intervention process, parents are kept informed and involved. Teachers share progress with families, offer strategies for supporting literacy at home, and collaborate to ensure that students receive consistent support both at school and at home.

6. Review and Adjustment: The effectiveness of interventions is reviewed regularly through progress monitoring data. If students show little to no improvement, adjustments to the intervention plan are made, which may include escalating to more intensive interventions or further modifications to instruction.

Through this systematic approach, the district ensures that students in grades K-3 who need additional support in literacy are identified early and receive appropriate interventions to help them succeed.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

The district's process for identifying students in grades 4-5 in need of Tier 2 and Tier 3 interventions follows a structured, data-driven approach that ensures timely and targeted support for struggling readers. Utilizing a Multi-Tiered System of Supports (MTSS), the district identifies students who are at risk for reading difficulties and provides interventions tailored to meet their specific needs. This approach is grounded in universal screening, ongoing progress monitoring, and collaborative decision-making by educators to ensure that students receive the appropriate level of support based on their individual literacy profiles.

Tier 2 Interventions (Grades 4-5):

Students in grades 4-5 who score at Level 2 or below on the FAST ELA PM3 assessment from the previous school year are identified for additional support. Current academic performance and the most recent FAST ELA PM results from the current school year are also considered when determining support needs.

Tier 3 Interventions (Grades 4-5):

Students who score at Level 1 on the FAST ELA PM3 assessment from the previous school year, in addition to those demonstrating a need for intensive support as indicated by teacher observations, are placed in Tier 3 interventions. Additional factors considered include current academic performance and the most recent FAST ELA PM results.

Steps for Identifying Students:

1. Universal Screening: All students in grades 4-5 are screened using diagnostic tools such as STAR Renaissance, iReady, and formative assessments to identify students at risk for reading difficulties.

2. **Data Review and Analysis: Teachers review and analyze data from these screening and diagnostic assessments to pinpoint specific areas of deficiencies in literacy skills.**

3. **Tier Placement Determination: Based on the data, teachers collaborate to determine the appropriate tier of intervention (Tier 2 or Tier 3). Intervention plans include specific academic goals, instructional strategies, and detailed progress monitoring.**

## Tier 2 Programs/Materials/Strategies & Duration:

**Tier 2 Instruction:**

**In Tier 2, students receive targeted small-group instruction that is differentiated based on individual needs. The district utilizes the differentiated instruction section of the core curriculum (Houghton Mifflin Harcourt) to guide lesson delivery for teacher-led groups, writing centers, technology centers, and research activities.**

**Additional resources include:**

- **FCRR Center Activities aligned to the B.E.S.T. standards.**
- **iReady Tool Kit for small-group instruction, targeting specific student needs.**

**Frequency and Duration:**

- **Students in Tier 2 receive instruction in small groups of no more than 5 students.**
- **Sessions occur 3-5 times per week for 20-30 minutes per session.**

## Tier 3 Programs/Materials/Strategies & Duration:

**Intensive, Individualized Instruction:**

**Tier 3 interventions provide highly targeted, individualized instruction based on student needs. These interventions are designed for students requiring more intensive support than what is provided in Tier 2. Tier 3 instruction includes small-group or one-on-one sessions, incorporates necessary accommodations (IEP, ESOL, or 504), and provides more frequent progress monitoring than Tier 1 and Tier 2 interventions.**

**Key Components:**

- **Certified or Endorsed Instructors: All Tier 3 interventions are provided by teachers certified in reading or holding a reading endorsement, ensuring the highest quality of instruction.**

- **Instructional Tools: Students receive instruction using evidence-based programs such as Peer-Assisted Learning Strategies (PALS), Reading Mastery, and/or Corrective Reading. All interventions meet Florida's criteria for evidence-based programs, as defined in 20 U.S.C. s. 7801(21)(A)(i).**

**Frequency and Duration:**

- **Students in Tier 3 receive an additional 30 minutes of instruction per day, in addition to core instruction and Tier 2 interventions.**
- **Interventions are provided 5 times a week, with each session lasting 30-45 minutes.**

**Performance Criteria:**

- **Students who do not achieve at least 60% on program assessments or continue to demonstrate significant reading deficiencies are considered for intensified interventions in Tier 3.**

3. **Students with Characteristics of Dyslexia** (Rule 6A-6.053(7), F.A.C.)
Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

**3a. If not included within the Decision Tree, describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.**

**The district utilizes data from universal screening tools, including Star Early Literacy and Star Reading, to identify students in grades K-3 who exhibit characteristics commonly associated with dyslexia. Students who score within the Urgent Intervention District Benchmark category, indicating performance below the 10th percentile rank (PR), are flagged for further assessment. These students are then referred for additional, more targeted screening to determine the presence of dyslexia characteristics and to guide the development of appropriate Tier 3 interventions.**

**3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to s. 1008.25(9), F.S. Name the screener(s) utilized.**

**The district provides additional screening for students exhibiting characteristics of dyslexia through the use of adaptive, computer-based programs such as Amira. This evidence-based tool is designed to assess students' reading skills and identify potential dyslexia indicators. Following the administration of the screening tool, teachers and administrators will carefully analyze the results to determine if further, more specialized screening is required to confirm dyslexia characteristics. This process ensures that students receive the necessary support and interventions in a timely manner.**

4. **Explain how the effectiveness of Tier 1 instruction is monitored.**

**Tier 1 instruction is the core classroom instruction provided to all students. The effectiveness of Tier 1 instruction is primarily monitored through:**

1. **Universal Screeners: Regular screenings such as Star Early Literacy and Star Reading are conducted to assess the general literacy progress of all students. These tools help identify students who may need additional support.**

2. **Formative Assessments: Teachers use ongoing formative assessments, such as quizzes, classwork, and informal observations, to gauge student understanding and adjust instruction as needed.**

3. **Benchmark Assessments: Periodic assessments, such as FAST ELA, are administered to evaluate whether students are meeting grade-level expectations. The results provide insights into the overall effectiveness of Tier 1 instruction.**

4. **Teacher Collaboration: Teachers engage in regular data meetings with instructional coaches and administrators to review student performance. Adjustments to instruction are made based on collective analysis of data from both screeners and classroom observations.**

5. **Explain how the effectiveness of Tier 2 interventions is monitored.**

**Tier 2 interventions are targeted interventions designed for students who require additional support beyond the core curriculum. The effectiveness of Tier 2 instruction is monitored through:**

1. **Progress Monitoring: Students receiving Tier 2 support are regularly monitored using progress monitoring tools such as iReady and Benchmark assessments. These tools track students' growth and help ensure that interventions are addressing their specific needs.**

2. **Small-Group Assessments: Teachers conduct periodic assessments within small-group settings to evaluate student progress in targeted areas of literacy. These assessments allow for real-time data collection and adjustment of strategies.**

3. **Data Analysis: Teachers and instructional coaches analyze progress data regularly. If students are not making adequate progress, the intervention strategies are adjusted, and additional support may be provided.**

4. **Parent Communication: Teachers also maintain communication with parents to share progress and suggest strategies for reinforcing skills at home. Feedback from parents helps guide the decision-making process for instructional adjustments.**

6. **Explain how the effectiveness of Tier 3 interventions is monitored.**

**Tier 3 interventions are the most intensive and individualized support provided to students who demonstrate significant reading difficulties. Monitoring the effectiveness of Tier 3 instruction involves:**

1. **Frequent Progress Monitoring: Students in Tier 3 receive more frequent and detailed progress monitoring through tools such as FAST ELA, iReady, and teacher observations. Progress is tracked weekly or bi-weekly to ensure that students are making measurable gains in targeted literacy skills.**

2. **Individualized Data Review: Data from formal assessments, including FAST and iReady, is reviewed by teachers, reading specialists, and administrators. These reviews help identify if students are meeting their intervention goals and if further adjustments are necessary.**

3. **Tier 3 Fidelity Checks: Instructional coaches and reading specialists conduct regular fidelity checks to ensure that Tier 3 interventions are being implemented as designed. These checks ensure that the interventions are aligned with evidence-based practices.**

4. **Adjustment of Instruction: If students are not making sufficient progress, Tier 3 instruction is adjusted, either by modifying the intervention strategies or by increasing the intensity of support. This may include increasing the frequency of sessions, extending the duration of interventions, or utilizing alternative instructional methods.**

5. **Collaboration with Families and Specialists: Teachers, reading coaches, and specialists work closely with families to ensure that students receive support both at school and at home. In addition, students with IEPs or other specialized needs receive accommodations as outlined in their plans.**

## Grades K-5 Decision Tree

**Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.**

## Tier 1 (Core) Only

### Beginning of Year Data

**Students must meet the following criteria at the beginning of the school year:**
(Enter assessment criteria that will be used.)

**If students meets the following criteria at the beginning of the school year:**
**Above 40th Percentile- FAST**
**Level 3-5**

**Core Instruction:**

**The district utilizes the Houghton Mifflin Harcourt curriculum, a state-approved core reading program, to deliver high-quality instruction across all six components of reading. The program is grounded in evidence-based practices, with levels of support categorized as strong, moderate, or promising, based on its alignment with current research and educational standards.**

**Tier 1 Instruction:**

**The core reading program provides a print-rich environment that delivers explicit, systematic, and**

**scaffolded instruction. This approach is differentiated to meet the diverse needs of students and includes built-in cues for corrective feedback.**

**Each unit of instruction is designed to build background knowledge, featuring a read-aloud component and an essential question to stimulate student engagement and critical thinking. Additionally, the curriculum integrates writing instruction by using texts that students read as mentor texts to model effective writing strategies.**

**The program supports both whole group and small group instruction, with materials aligned to the B.E.S.T. standards and incorporating Universal Design for Learning principles to ensure accessibility for all students.**

**To ensure comprehensive literacy development, the district has established a dedicated 90-minute reading block within the master schedule, ensuring that sufficient instructional time is provided for the implementation of Houghton Mifflin Harcourt.**

**List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.**

**Performance criteria indicating that Tier 1 instruction is sufficient for at least 80% of students include:**

- **FAST/STAR Assessment Results: At least 80% of students should demonstrate performance at or above the 40th percentile on the FAST and STAR assessments, as indicated by the PM3 (Prior Year) and PMI (Current Year) results.**

**These criteria ensure that Tier 1 instruction is effectively supporting the majority of students, with a focus on achieving consistent growth in foundational literacy skills.**

**What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**

**The district has established several procedures to identify and address areas for improvement in the effectiveness of Tier 1 instruction:**

1. **Professional Development:**
    - **All teachers receive professional development focused on systematic and explicit instruction in the six components of reading to enhance instructional practices and ensure alignment with evidence-based strategies.**
    - **Teachers are provided ongoing training on the implementation of the Houghton Mifflin Harcourt Core Reading Program, ensuring fidelity to the curriculum and maximizing its impact on student learning.**
    - **Professional development is also provided on the B.E.S.T. standards in reading, equipping teachers with the necessary knowledge and skills to effectively integrate these standards into daily instruction.**
2. **Monitoring Instructional Practices:**

- Lesson Plan Reviews: The district ensures that Tier 1 instruction is consistently delivered using the core reading program by regularly reviewing and monitoring lesson plans.

- FCRR Literacy Walkthroughs: Literacy walkthroughs, guided by the Florida Center for Reading Research (FCRR), are conducted to observe instructional practices in action and provide real-time feedback to teachers.

3. Coaching and Support:

   - District and School-Based Reading Coaches provide ongoing coaching to teachers, following the structured steps outlined in the FCRR Reading Coach Endorsement program. This targeted support helps teachers refine their instructional techniques and address challenges in real time.

These procedures work together to ensure that Tier 1 instruction is continuously improved, providing all students with a strong foundation in reading.

| Core Instruction<br>Indicate the core curriculum utilized. Add additional rows as needed. | |
|---|---|
| Name of Program | Year of Program Adoption |
| HMH Into Reading | 2022 |

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

- Universal Screener Scores Below Benchmark
- Lack of Adequate Progress Over Time
- Classroom Performance Indicators
- Repeated Need for Re-teaching or Scaffolding

Tier 2 interventions are introduced when students do not demonstrate adequate progress toward grade-level expectations, despite receiving high-quality Tier 1 instruction. The following performance indicators typically signal the need for Tier 2 support:

- Targeted, small-group instruction (typically 3–5 students)

- Increased instructional intensity ( 20–30 minutes, 3 times per week)

- Frequent progress monitoring (every 1–2 weeks)

| Tier 1 Instruction + Tier 2 Interventions |
|---|
| Beginning of Year Data |

Students who meet the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

At the beginning of the school year, students who demonstrate grade-level proficiency based on initial

**screening assessments will receive core Tier 1 instruction. Specifically, students who meet either of the following criteria will be identified as appropriately placed for Tier 1 instruction without the need for immediate Tier 2 intervention:**

- **Score at or above the 40th percentile on nationally normed assessments, and/or**
- **Achieve a performance level of 3, 4, or 5 on the FAST Assessment**

**These benchmarks indicate that the student is performing within or above the expected range for grade-level literacy skills. Students who meet these criteria will receive high-quality, standards-aligned Tier 1 instruction with embedded differentiation, as needed, to support continued academic growth.**

**Tier 2 interventions are designed to provide targeted, small-group instruction for students who are not making adequate progress toward grade-level expectations, despite access to high-quality Tier 1 instruction. The following performance criteria will be used to determine eligibility for Tier 2 support at the beginning of the school year and throughout the academic year:**

**Initial Identification (Beginning-of-Year Data):**

**Students will be considered for Tier 2 interventions if their performance meets any of the following criteria during the initial assessment window:**

- ~~FAST STAR percentile rank (PR) between 25–39, or~~
- **FAST Assessment overall performance level of 2 or below**
- **Indicators from district, school, or teacher-developed formative assessments** (previous year's PM3 scores, current Star/FAST assessments, and classroom performance)

**These measures suggest that the student is performing below grade level expectations and may benefit from additional instructional support beyond Tier 1.**

**Ongoing Identification (Mid-Year and Continuous Monitoring):**

**Throughout the school year, students may also be recommended for Tier 2 intervention based on:**

- **FAST STAR percentile rank consistently falling between 25–39, or**
- **Ongoing FAST Assessment performance level of 2, and/or**
- **Data from district, school, or classroom-based formative assessments indicating insufficient progress or skill acquisition in key reading domains**

**Students with scores below the 25th percentile or a FAST performance level of 1 may be reviewed for more intensive intervention through Tier 3, based on further diagnostic assessment and team-based decisions.**

**Number of times per week interventions are provided: 3 Times each week**

**Number of minutes per intervention session: 20 min.**

**Supplemental Instruction/Interventions**
**Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|---|---|---|
| FCRR Center Activities | | Aligned to Florida's B.E.S.T standards |
| AMIRA Learning | Promising Evidence (Level 3) | One on one, AI supported reading tutoring focused on oral reading fluency, dyslexia screening and fluency building. |
| i-Ready Tool Kit | Moderate Evidence (Level 2) | |
| HMH Into Reading | | Targeted sections for differentiated Instruction |

**Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.**

**Students with Disabilities**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|---|---|---|
| | | |
| | | |

**English Language Learners**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|---|---|---|
| | | |
| | | |

**For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.**

**For K-3 students who have a substantial deficiency in reading or demonstrate characteristics of dyslexia, the district provides targeted multisensory interventions designed to address the specific needs of these students. These interventions incorporate various sensory pathways—visual, auditory, kinesthetic, and tactile—ensuring a more comprehensive and accessible learning experience.**

**The following multisensory interventions are utilized:**

1. **The district will utilize a structured and sequential method to integrate visual, auditory, and kinesthetic learning, emphasizing phonemic awareness, decoding, and spelling patterns.**

2. **Wilson Reading System: The Wilson Reading System is a structured literacy program specifically designed for students with dyslexia. It employs multisensory techniques to support the development of phonological awareness, decoding, fluency, vocabulary, and comprehension.**

3. **Fundations: Fundations is a multisensory, systematic phonics program used in the primary grades to build foundational literacy skills. It provides explicit instruction in phonemic awareness, phonics, fluency, and spelling using tactile, auditory, and visual methods.**

4. **Interactive Reading and Writing Activities: Students engage in activities that integrate tactile and kinesthetic experiences (such as using letter tiles or writing in sand) while simultaneously developing their reading and writing skills. These activities are aligned with the principles of multisensory learning.**

5. **Small-Group and One-on-One Support: Multisensory interventions are delivered in small groups or individually to ensure intensive, focused instruction that addresses each student's specific needs. Progress is regularly monitored, and interventions are adjusted as needed.**

**These multisensory interventions aim to provide a comprehensive, engaging, and effective approach to reading instruction, ensuring that students with reading deficiencies or characteristics of dyslexia receive the support they need to succeed.**

**Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:**

**The following performance criteria prompt the addition of Tier 3 interventions for students who are not meeting expectations or benchmarks during the school year:**

1. **Progress Monitoring Data:**

    - **Students who consistently score below the benchmark (as defined by FAST and iReady) on progress monitoring assessments, such as FAST PM and PMI, demonstrate a lack of adequate growth and require more intensive support. Specifically, students not meeting or exceeding the 40th percentile in these assessments are considered for Tier 3 intervention.**

2. **Failure to Achieve Adequate Growth in Tier 2:**

    - **Students receiving Tier 2 interventions who fail to show significant improvement after a specified period of progress monitoring (e.g., 6-8 weeks) are moved to Tier 3 for more intensive support.**

3. **Classroom Performance and Teacher Observations:**

    - **Persistent struggles in foundational literacy skills (e.g., phonemic awareness, decoding, fluency) as noted by teacher observations and classroom assessments may indicate the need for Tier 3 interventions, particularly when these challenges persist despite Tier 1 and Tier 2 support.**

4. **Diagnostic Assessments:**

    - **Results from diagnostic assessments (e.g., STAR or DIBELS) that reveal significant gaps in**

reading skills or identify characteristics of dyslexia may prompt a referral for Tier 3 interventions.

5. **Parent and Teacher Concerns:**

    - **Feedback from parents and teachers regarding student performance, particularly in the areas of reading fluency and comprehension, is used to determine whether additional support is needed. If students continue to struggle with comprehension or fluency despite Tier 1 and Tier 2 instruction, they may qualify for Tier 3 interventions.**

**These criteria ensure that students who are at risk for reading difficulties receive the appropriate level of intervention in a timely and effective manner.**

**Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions**

**Beginning of Year Data**

**Students who meet the following criteria at the beginning of the school year:**
(Enter assessment criteria that will be used.)

**Our district is committed to providing high-quality, evidence-based reading instruction aligned with the Science of Reading. We use a Multi-Tiered System of Supports (MTSS) to ensure all students receive the level of instruction and intervention they need to become proficient readers.**

**Tier 1 – Core Instruction**

**At the Tier 1 level, our district implements HMH Into Reading as the core ELA curriculum. HMH Into Reading is an evidence-based program that provides comprehensive, whole-group instruction aligned with state standards and grounded in research on how children learn to read. The program includes:**

- **Systematic and explicit instruction in phonics, vocabulary, and comprehension.**
- **Integrated writing and language development.**
- **Scaffolded supports to meet the needs of diverse learners.**

**As a core program, HMH Into Reading ensures that all students receive daily, grade-level instruction designed to build foundational literacy skills and foster reading comprehension across content areas.**

**Tier 2 and Tier 3 – Targeted and Intensive Interventions**

**For students identified as needing additional support beyond the core curriculum, we implement a combination of UFLI Foundations, Florida Center for Reading Research (FCRR) Student Center Activities, and Amira Learning as Tier 2 and Tier 3 resources:**

- **UFLI Foundations: A structured, research-based phonics program designed by the University of Florida Literacy Institute. It provides explicit, systematic instruction in phonemic awareness, decoding, and encoding skills. UFLI is used for small-group or one-on-one intervention for students needing foundational skill support.**

- **FCRR Student Center Activities: Designed to target phonics, fluency, vocabulary, and comprehension. They are ideal for differentiated instruction during intervention blocks or reading camp rotations.**

- **Amira Learning: An AI-powered reading tutor and fluency assessment tool that provides real-time feedback and diagnostic data. Amira supports both progress monitoring and individualized fluency practice, making it a valuable asset in both Tier 2 and Tier 3 instruction.**

**Together, these resources allow us to target specific skill gaps while ensuring that all students have access to evidence-based practices at the level of intensity they need. This layered approach helps us ensure equity, early intervention, and progress monitoring in support of student literacy growth.**

**Number of times per week interventions are provided:** Interventions will be provided five (5) times per week.

**Number of minutes per intervention session:** Intervention sessions will be conducted for 30 minutes each

**Intensive, Individualized Instruction/Interventions**
**Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|---|---|---|
| UFLI | Research-based | |
| FCRR Activities | Promising Evidence (ESSA Level 3) | Research-aligned framework |
| Peer Assisted Learning Strategies (PALS) | Strong Evidence (ESSA LEvel 1) | Effective for both struggling and proficient readers<br><br>Promotes engagement, oral reading fluency, and comprehension<br><br>Can be used in Tier 1 or Tier 2 settings |
| Corrective Reading | Promising Evidence (ESSA Level 3) | Scripted, structured small-group intervention aiming to improve decoding, fluency, and comprehension for struggling readers in grades 3–5 |

**Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.**

**Students with Disabilities**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|---|---|---|
| UFLI | | |
| | | |

| English Language Learners | | |
|---|---|---|
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| | | |
| | | |

**For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.**

**For K-3 students with a substantial reading deficiency or characteristics of dyslexia, the district provides a range of multisensory interventions designed to support students' literacy development through visual, auditory, and kinesthetic activities. These evidence-based interventions include:**

1. **Peer-Assisted Learning Strategies (PALS):**
   **PALS is a structured, peer-mediated approach that involves students working together in pairs to practice essential reading skills. This intervention emphasizes fluency, phonemic awareness, and comprehension using multisensory methods, allowing students to reinforce their skills through interactive, cooperative learning.**

2. **Reading Mastery:**
   **A systematic, explicit reading program that incorporates multisensory strategies to teach decoding, comprehension, and fluency. This program focuses on phonemic awareness, word recognition, and fluency using a structured, step-by-step approach to ensure foundational skills are built with precision.**

3. **Corrective Reading:**
   **A research-based intervention designed for struggling readers, Corrective Reading integrates explicit, systematic instruction in decoding, fluency, and comprehension. It uses multisensory techniques to engage students in learning through auditory, visual, and kinesthetic channels, reinforcing reading skills through repetition and reinforcement.**

4. **Fundations:**
   **A multisensory, systematic phonics program designed for early learners, Fundations emphasizes phonemic awareness, letter-sound relationships, fluency, and spelling. It integrates tactile, auditory, and visual activities to enhance student understanding and retention of key literacy concepts, especially for students with characteristics of dyslexia.**

5. **Interactive and Kinesthetic Learning Activities: Students participate in hands-on activities, such as using letter tiles, air writing, and finger tracking, to reinforce reading concepts. These activities promote engagement and improve letter-sound correspondence and word recognition.**

**Multisensory activities are embedded within all of these interventions to ensure that students receive instruction that is accessible, engaging, and effective. These activities may include letter tiles, air writing, sandpaper letters, and interactive technology to reinforce learning and make abstract concepts more tangible.**

**These targeted multisensory interventions are essential in helping students with reading deficiencies or dyslexia develop the foundational skills needed to succeed in reading.**

**What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

**The district has established a structured process to identify and solve problems that may arise in the implementation of Tier 3 interventions for students not meeting reading expectations. These procedures are designed to ensure that interventions remain effective and responsive to student needs.**

1. **Frequent Progress Monitoring:**
    - **Weekly or bi-weekly progress monitoring is conducted for students receiving Tier 3 interventions. Data from tools like FAST, iReady, and other formative assessments are used to track students' response to interventions. If students fail to make measurable progress, adjustments are made to the intervention strategies or their intensity.**
2. **Data-Driven Decision-Making:**
    - **Teachers, reading coaches, and instructional specialists analyze student data to evaluate the effectiveness of Tier 3 interventions. Regular data meetings are held to discuss student progress and determine whether modifications to instructional approaches are necessary. This includes reviewing assessment results, teacher observations, and student work samples.**
3. **Teacher Collaboration and Coaching:**
    - **Reading coaches and specialists work collaboratively with classroom teachers to provide support and professional development. If issues are identified in Tier 3 interventions, the coach will observe instruction, provide feedback, and suggest strategies for improvement. Regular coaching cycles ensure that teachers have ongoing support in refining their practices.**
4. **Adjustment of Intervention Plans:**
    - **If progress data indicates that Tier 3 interventions are not producing the desired results, the intervention plan is adjusted. This may involve increasing the intensity of instruction (e.g., more frequent sessions), altering the intervention methods, or using different evidence-based programs that better align with the student's needs.**
5. **Family and Specialist Collaboration:**
    - **Parent communication is an integral part of the problem-solving process. Teachers work closely with families to share progress updates and suggest ways to support reading development at home. If necessary, the student's Individualized Education Program (IEP) or 504 Plan is reviewed and updated to ensure that any required accommodations or modifications are being implemented effectively.**
6. **Regular Fidelity Checks:**
    - **Fidelity checks are conducted to ensure that Tier 3 interventions are being implemented**

**with the intended intensity and consistency. These checks are performed by reading specialists, coaches, and administrators to verify that the intervention is being delivered according to the prescribed guidelines.**

7. **Adjustment of Instructional Materials:**

    - **If Tier 3 interventions are not producing adequate results, the instructional materials being used may be reviewed and replaced with more specialized resources or programs that are better aligned with student needs. For example, tools like Wilson Reading or Orton-Gillingham may be implemented for students requiring more intensive, structured support.**

**These processes ensure that the district is continuously assessing the effectiveness of Tier 3 interventions and making data-driven decisions to adjust strategies, ensuring that every student receives the personalized support they need to succeed in reading.**

7. **Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)**
Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
    - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

**7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(8), F.S.** As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

| **Summer Reading Camps for Retained Grade 3 Students** |
|---|
| **Schedule: The 3rd Grade Reading Camp will run for a total of six weeks, providing targeted, evidence-based literacy instruction to support students in developing essential reading skills** |
| **Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):**<br><br>**To ensure high-quality, evidence-based reading instruction during our 3rd Grade Reading Camp, we have selected two research-aligned resources that target essential components of literacy: Florida Center for Reading Research (FCRR) Student Center Activities and UFLI Foundations from the University of Florida Literacy Institute.**<br><br>**The FCRR Student Center Activities will serve as a core part of our reading camp rotations. These activities were developed by leading reading researchers and are aligned with the five key components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The materials are free, easy to implement, and highly engaging, making them ideal for use in small group centers or as part of instructional rotations. Their structured format allows teachers to deliver targeted practice that supports** |

| |
|---|
| **student mastery of foundational reading skills.**<br><br>**In addition, we will incorporate UFLI Foundations, a comprehensive, systematic phonics program developed by the University of Florida Literacy Institute under the leadership of Dr. Holly Lane. This resource is grounded in the Science of Reading and provides explicit instruction in phonics and word work. It includes decodable texts, detailed instructional routines, and cumulative review components that build decoding skills progressively. UFLI Foundations will be especially useful for students who need additional support in mastering phonics concepts.**<br><br>**Together, these materials provide a robust, evidence-based foundation for reading instruction and intervention, ensuring that all students receive the targeted support they need to grow as readers during the camp.** |
| **Alternative Assessment Used: SAT-10** |
| **Additional Information (optional):** |

**7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.**

| **Summer Reading Camps for Students in Grades K-5** |
|---|
| **Will the district implement this option?**<br>**Yes** **X No** |
| **If yes, please describe the grade level(s) that will be invited to participate.** |

## Grades 6-8

**8. Grades 6-8 Assessments**

| **FAST** | | | | |
|---|---|---|---|---|
| **Name of the Assessment** | **Target Audience** | **What component of reading is assessed?** | **Assessment Type** | **How often is the data collected?** |
| FAST<br>ELA Reading | ☒ Grade 6<br>☒ Grade 7<br>☒ Grade 8 | ☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Summative | ☒ 3 x Year |

**Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.**

| **Additional Assessment(s)** | | | | |
|---|---|---|---|---|
| **Name of the Assessment** | **Target Audience (Grades 6-8) (Select all that apply.)** | **What component of reading is assessed? (Select all that apply.)** | **Assessment Type (Select all that apply.)** | **How often is the data collected?** |
| Star Renaissance | | | | |

| | | | | |
|---|---|---|---|---|
| | Grade 6<br>Grade 7<br>Grade 8<br>All Students<br>☐ Select Students | Oral Language<br>Phonological Awareness<br>Phonics<br>Fluency<br>Vocabulary<br>Comprehension | Screening<br>Progress Monitoring<br>Diagnostic<br>Summative | Weekly<br>2 x Month<br>Monthly<br>Quarterly<br>3 x Year<br>Annually<br>As Needed<br>Other |
| i-Ready | Grade 6<br>Grade 7<br>Grade 8<br>All Students<br>☐ Select Student | ☐ Oral Language<br>Phonological Awareness<br>Phonics<br>☐ Fluency<br>Vocabulary<br>Comprehension | Screening<br>Progress Monitoring<br>Diagnostic<br>Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |
| Achieve 3000 | Grade 6<br>Grade 7<br>Grade 8<br>All Students<br>☐ Select Students | ☐ Oral Language<br>Phonological Awareness<br>Phonics<br>☐ Fluency<br>Vocabulary<br>Comprehension | Screening<br>Progress Monitoring<br>Diagnostic<br>Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |
| TOWRE-2 | ☒ Grade 6<br>☒ Grade 7<br>☒ Grade 8<br>☐ All Students<br>Select Students | ☒ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Diagnostic | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☒ As Needed<br>☐ Other |

9. **Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.**

**Identification of Students for Intervention:**
Each principal is responsible for identifying students in need of Tier 2 or Tier 3 reading interventions. This process is data-informed and based on results from the Florida Assessment of Student Thinking (FAST) administered during the universal screening window or any progress monitoring administration throughout the academic year. Principals provide teachers with a roster of identified students requiring intervention.

**Data-Based Instructional Planning:**
Teachers will utilize available data from screening and diagnostic assessments (e.g., FAST, i-Ready, classroom assessments) to:

- Determine specific areas of reading deficiency,
- Design a targeted intervention plan with clear, measurable goals,
- Select evidence-based strategies aligned to the student's needs,
- Establish a progress monitoring schedule to track student growth.

**Tier 3 Intensive Reading Placement:**
Students requiring Tier 3 support are scheduled into an **Intensive Reading course** in addition to their core English Language Arts (ELA) course. This class provides additional, focused literacy instruction that addresses foundational reading deficits.

**Criteria for Tier 2 Placement:**
Students are identified for Tier 2 intervention if they meet the following conditions:

- Score **between the 20th and 40th percentile** on FAST at the beginning or middle of the year.
- Or, earn a **Level 2** on the statewide, standardized ELA assessment.
- Demonstrate emerging reading challenges requiring additional support beyond core instruction but not yet intensive.

**Criteria for Tier 3 Placement:**
A student qualifies for Tier 3 intervention if any of the following apply:

- Demonstrates **minimum skill levels** in one or more critical reading components (phonological awareness, phonics, vocabulary including oral language, fluency, or comprehension) as indicated by:
    - Progress monitoring data,
    - Formative classroom assessments,
    - Teacher observations.
- In grades 6–8, scores **below the 20th percentile** on FAST during the beginning or middle of the year administration and presents observable deficits in key reading domains.
- Scores **Level 1** on the statewide, standardized ELA assessment (as defined in s. 1008.22(3)(a), F.S.).

**10. Explain how the effectiveness of Tier 1 instruction is monitored.**

- Universal Screening: All students are screened (e.g., FAST Progress Monitoring PM1–PM3) to determine whether Tier 1 instruction is meeting the needs of 80% or more of the student population.
- Benchmark Assessments: District-level benchmarks and common assessments are reviewed to ensure students are mastering grade-level expectations.
- Classroom Observation and Walkthroughs: Instructional coaches and administrators conduct regular fidelity checks using standards-based observation tools (e.g., Marzano or Danielson frameworks).
- Data Team/PLC Reviews: Grade-level or content-area teams review student performance data regularly (every 4–6 weeks) to determine if adjustments to Tier 1 instruction are needed.
- Standards Mastery Tracking: Teachers track student proficiency by standard using tools like formative quizzes, exit tickets, and curriculum-embedded assessments

**11. Explain how the effectiveness of Tier 2 interventions is monitored.**

- Progress Monitoring: Students receiving Tier 2 intervention are monitored at least bi-weekly using skill-specific probes (e.g., i-Ready, Achieve3000).
- Intervention Plans: Teachers develop and document intervention plans with specific goals, strategies, and expected outcomes; these plans are reviewed for alignment and effectiveness.
- Data-Based Decision Meetings: MTSS teams meet regularly (every 4–6 weeks) to evaluate progress monitoring data and determine whether students should continue in Tier 2, return to Tier 1, or move to Tier 3.
- Intervention Fidelity Checks: Instructional leaders ensure that interventions are implemented as intended—correct duration, frequency, group size, and program usage.
- Teacher Logs and Reflections: Intervention delivery is documented, and teachers reflect on student response to adjust instruction as needed.

**12. Explain how the effectiveness of Tier 3 interventions is monitored.**

- Weekly Progress Monitoring: Students are assessed weekly using diagnostic-aligned tools targeting their specific areas of need (e.g., phonics, fluency, comprehension).
- Individual Intervention Plans: Plans must include SMART goals, instructional strategies, instructional minutes, and frequency. These are reviewed and updated as needed.
- Case Review Meetings: MTSS teams meet more frequently (every 3–4 weeks) to assess the impact of intensive interventions and determine next steps, including possible referral for evaluation (if appropriate).
- Fidelity Monitoring by Administrators or Coaches: Instructional leaders observe intervention sessions and provide feedback to ensure research-based strategies are used with consistency and accuracy.

- Parent Communication Logs: Regular updates to parents regarding student progress and instructional strategies used.

| Grades 6-8 Decision Tree<br>Tier 1 (Core) Only |
|---|
| **Beginning of Year Data** |
| **Students must meet the following criteria at the beginning of the school year:**<br>(Enter assessment criteria that will be used.)<br><br>Students score level 3-5 on FAST. |
| **List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.**<br><br>FAST/STAR scores where 80% of the students are at a 40th percentile or higher as per PM 3 from prior year and PM 1 from current school year.<br><br>Other Data Points to Review:<br>iReady Diagnostic scores on Fall administration where 80% of the students are at an early on-level range or above. |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**<br><br>• Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.<br>• Providing professional development in the implementation of Amplify (6-8).<br>• Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.<br>• Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program and targeted skill-based instruction.<br>• FCRR Literacy Walk-Throughs to monitor the plans in action.<br>• District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement. |

| **Core Instruction**<br>**Indicate the core curriculum utilized. Add additional rows as needed.** | |
|---|---|
| **Name of Program** | **Year of Program Adoption** |
| **Amplify** | **2022** |
| | |

| **Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:** |
|---|
| Grades 6-8 FAST - Level 2.<br>District/School/Teacher Formative Assessments - As needed. |

| Tier 1 Instruction + Tier 2 Interventions | | |
|---|---|---|
| **Beginning of Year Data** | | |
| **Students who meet the following criteria at the beginning of the school year:**<br>(Enter assessment criteria that will be used.)<br><br>Grades 6-8 FAST - Level 2.<br>District/School/Teacher Formative Assessments - As needed. | | |
| **Number of times per week interventions are provided: 3**<br><br>**Number of minutes per intervention session: 10-20 minutes**<br><br>**Course(s) where interventions take place: M/S Language Arts 1, 2 and 3** | | |
| **Supplemental Instruction/Interventions**<br>**Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.** | | |
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| Amplify 6-8 | Strong | • The reading program provides print-rich explicit and systematic, scaffolded, differentiated instruction with built in cues for corrective feedback.<br>• Each unit has a read aloud and essential question to build background knowledge and incorporates writing by using the text that students read as a mentor text.<br>• The program provides materials for whole group and small group instruction that are aligned to B.E.S.T. standards and uses Universal Design for Learning. |
| | | |
| **Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.** | | |
| **Students with Disabilities** | | |
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| Amplify 6-8 | Strong | • embedded scaffolds (e.g., audio support, annotation prompts, guided questions) to build comprehension.<br>• Provide chunked texts, visual aids, and graphic organizers to support working memory and processing.<br>• Use think-alouds and structured prompts within Tier 2 sessions to model metacognition. |

| | | |
|---|---|---|
| | | |
| **English Language Learners** | | |
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| Imagine Language and Learning | Promising | • ELP Levels 1.0-2.5- Direct, explicit, and systematic instruction and practice ensure students learn critical skills in all literacy domains reading, speaking, listening, and writing.<br>• Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support. |
| | | |
| **Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:** | | |
| **Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions** | | |
| **Beginning of Year Data** | | |
| **Students who meet the following criteria at the beginning of the school year:**<br>(Enter assessment criteria that will be used.)<br>Grades 6-8 FAST - Level 1.<br>District/School/Teacher Formative Assessments - As needed. | | |
| **Number of times per week interventions are provided:** 5<br>**Number of minutes per intervention session:** 30-45 minutes<br>**Course(s) where interventions take place:** Intensive Reading | | |
| **Intensive, Individualized Instruction/Interventions**<br>**Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.** | | |
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| What Works Clearinghouse Practice Guides | Strong | Providing Reading Interventions for Students in Grades 6–8<br>• Build students' decoding skills so they can read complex multisyllabic words<br>• Provide purposeful fluency-building activities to help students read effortlessly<br>• Routinely use a set of comprehension-building |

| | | |
|---|---|---|
| | | practices to help students make sense of the text<br>–<br>Tier 1 Strong Evidence |
| | | |

| **Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.** | | |
|---|---|---|
| **Students with Disabilities** | | |
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| Amplify 6-8 | Strong | Offers multiple levels of differentiation (Core, Substantial, ELL/DEV, Moderate, Light, and Challenge) to cater to diverse student needs.These scaffolds can include:<br>• Substantial Level<br>• Universal Design for Learning (UDL) principles<br>• Text-to-speech and speech-to-text<br>• Decodable readers |
| Achieve3000 | Strong | Scaffolds include differentiated content, vocabulary support, and adjustable Lexile levels. Targeted supports for struggling readers: These scaffolds can include:<br>• Vocabulary preview pop-up screens before starting a lesson.<br>• Concept previews to build background knowledge.<br>• Extra time for activity completion.<br>• Audio support (text-to-speech) for article |
| **English Language Learners** | | |
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| Amplify 6-8 | Strong | Curriculum offers various scaffolding strategies to support English Language Learners (ELLs) in accessing grade-level content. Scaffolds include, visual supports, pre-teaching vocabulary, text preview, graphic organizers, multilanguage glossaries and tiered activities. |
| Achieve3000 | Strong | scaffolds include differentiated content, vocabulary support, translation options, and adjustable Lexile levels |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?** | | |

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of district approved Tier 3 reading programs.
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 3 instruction is being delivered using the Tier 3 reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

## Grades 9-12

**13. Grades 9-12 Assessments**

| FAST | | | | |
|---|---|---|---|---|
| **Name of the Assessment** | **Target Audience (Grades 9-12)** | **What component of reading is assessed?** | **Assessment Type** | **How often is the data collected?** |
| FAST<br>ELA Reading | ☒ Grade 9<br>☒ Grade 10 | ☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Summative | ☒ 3 x Year |

**Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.**

| Additional Assessment(s) | | | | |
|---|---|---|---|---|
| **Name of the Assessment** | **Target Audience (Grades 9-12) (Select all that apply.)** | **What component of reading is assessed? (Select all that apply.)** | **Assessment Type (Select all that apply.)** | **How often is the data collected?** |
| Star Renaissance | ☒ Grade 9<br>☒ Grade 10<br>☐ Grade 11<br>☐ Grade 12<br>☐ All Students<br>☒ Select Students | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Diagnostic<br>☒ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☒ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |
| Achieve 3000 | ☒ Grade 9<br>☒ Grade 10<br>☒ Grade 11<br>☒ Grade 12<br>☒ All Students<br>☐ Select Students | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☒ Vocabulary | ☒ Screening<br>☒ Progress Monitoring<br>☒ Diagnostic<br>☒ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☒ 3 x Year<br>☐ Annually |

| | | Comprehension | | As Needed Other |
|---|---|---|---|---|
| TOWRE-2 | ☒ Grade 9<br>☒ Grade 10<br>☒ Grade 11<br>☒ Grade 12<br>_____<br>☐ All Students<br>☒ Select Students | ☒ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Diagnostic | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☒ As Needed<br>☐ Other |

**14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.**

**Identification of Students:**
Each principal is responsible for identifying students requiring Tier 2 or Tier 3 reading interventions. Identification is data-informed and based on results from the Florida Assessment of Student Thinking (FAST) administered during the universal screening period or any subsequent progress monitoring administration throughout the school year. Principals provide teachers with a roster of identified students who require intervention support.

**Data-based Instructional Planning::**
Teachers utilize available screening and diagnostic assessment data (e.g., FAST, i-Ready, Achieve3000, classroom-based assessments) to:

- Identify specific areas of reading deficiencies.
- Develop a targeted intervention plan that includes measurable goals, instructional strategies, and frequency of support.
- Implement progress monitoring protocols to track student growth and adjust interventions accordingly.

**Tier 3 Intensive Reading:**
Students identified for Tier 3 intervention are scheduled into an Intensive Reading course in addition to their core English Language Arts (ELA) course. This course provides highly targeted, skill-specific literacy instruction that addresses foundational deficits and supports grade-level proficiency.

## Criteria for Tier 2 Placement

A student qualifies for Tier 2 intervention if:

- Scores between the 20th and 40th percentile at the beginning or middle of the year on the

coordinated screening and progress monitoring system.

- Achieves a Level 2 on the end-of-year statewide standardized ELA assessment.
- Demonstrates partial proficiency in one or more reading competency areas (phonics, vocabulary, fluency, or comprehension) based on teacher observations, classroom data, or diagnostic assessments.

## Criteria for Tier 3 Placement

A student qualifies for Tier 3 intervention if any of the following conditions are met:

- Demonstrates deficiencies, through progress monitoring, formative assessments, or teacher observation, in one or more of the following critical reading areas:
    - Phonological Awareness
    - Phonics
    - Vocabulary (including oral language skills)
    - Fluency
    - Reading Comprehension
- Scores below the 20th percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system (pursuant to s. 1008.25(8), F.S.).
- Achieves a Level 1 on the end-of-year statewide standardized ELA assessment (pursuant to s. 1008.22(3)(a), F.S.).

**15. Explain how the effectiveness of Tier 1 instruction is monitored.**

- Universal Screening: All students are screened (e.g., FAST Progress Monitoring PM1–PM3) to determine whether Tier 1 instruction is meeting the needs of 80% or more of the student population.
- Benchmark Assessments: District-level benchmarks and common assessments are reviewed to ensure students are mastering grade-level expectations.
- Classroom Observation and Walkthroughs: Instructional coaches and administrators conduct regular fidelity checks using standards-based observation tools (e.g., Marzano or Danielson frameworks).
- Data Team/PLC Reviews: Grade-level or content-area teams review student performance data regularly (every 4–6 weeks) to determine if adjustments to Tier 1 instruction are needed.
- Standards Mastery Tracking: Teachers track student proficiency by standard using tools like formative quizzes, exit tickets, and curriculum-embedded assessments

16. **Explain how the effectiveness of Tier 2 interventions is monitored.**

- Progress Monitoring: Students receiving Tier 2 intervention are monitored at least bi-weekly using skill-specific probes (e.g., i-Ready, Achieve3000).
- Intervention Plans: Teachers develop and document intervention plans with specific goals, strategies, and expected outcomes; these plans are reviewed for alignment and effectiveness.
- Data-Based Decision Meetings: MTSS teams meet regularly (every 4–6 weeks) to evaluate progress monitoring data and determine whether students should continue in Tier 2, return to Tier 1, or move to Tier 3.
- Intervention Fidelity Checks: Instructional leaders ensure that interventions are implemented as intended—correct duration, frequency, group size, and program usage.
- Teacher Logs and Reflections: Intervention delivery is documented, and teachers reflect on student response to adjust instruction as needed.

17. **Explain how the effectiveness of Tier 3 interventions is monitored.**

- Weekly Progress Monitoring: Students are assessed weekly using diagnostic-aligned tools targeting their specific areas of need (e.g., phonics, fluency, comprehension).
- Individual Intervention Plans: Plans must include SMART goals, instructional strategies, instructional minutes, and frequency. These are reviewed and updated as needed.
- Case Review Meetings: MTSS teams meet more frequently (every 3–4 weeks) to assess the impact of intensive interventions and determine next steps, including possible referral for evaluation (if appropriate).
- Fidelity Monitoring by Administrators or Coaches: Instructional leaders observe intervention sessions and provide feedback to ensure research-based strategies are used with consistency and accuracy.
- Parent Communication Logs: Regular updates to parents regarding student progress and instructional strategies used.

| Grades 9-12 Decision Tree |
| --- |
| Tier 1 (Core) Only |
| **Beginning of Year Data** |
| **Students must meet the following criteria at the beginning of the school year:**<br>(Enter assessment criteria that will be used.)<br><br>FAST Levels 3-5 |
| **List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.**<br><br>FAST/STAR scores where 80% of the students are at a 40th percentile or higher as per PM 3 from prior year and PM 1 from current school year. |
| **What processes and procedures are in place to identify and solve problems to improve** |

**effectiveness of Tier 1 instruction and/or curriculum provided to students?**

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of SAAVAS (9-12).
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

**Core Instruction**
**Indicate the core curriculum utilized. Add additional rows as needed.**

| Name of Program | Year of Program Adoption |
|---|---|
| SAAVAS Learning | 2022 |
| | |

**Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**

**Tier 1 Instruction + Tier 2 Interventions**

**Beginning of Year Data**

**Students who meet the following criteria at the beginning of the school year:**
(Enter assessment criteria that will be used.)

FAST-Level 2

**Number of times per week interventions are provided: 3**

**Number of minutes per intervention session: 15 minutes**

**Course(s) where interventions take place: English 1, English 2, English 3, English 4**

**Supplemental Instruction/Interventions**
**Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|---|---|---|
| SAAVAS Learning | Moderate | Offers resources like intervention activities and the reteach to rebuild understanding for small group instruction and follow-up support. |
| Achieve 3000 | Strong | Provides differentiated instruction and |

| | | |
|---|---|---|
| | | activities tailored to individual reading levels, helping students accelerate their literacy growth to include targeted skill development. |

| **Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.** | | |
|---|---|---|
| **Students with Disabilities** | | |
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| Saavas Learning | Moderate | Implements various scaffolding strategies and accessibility features within their digital learning platform, Savvas Realize, to support students with disabilities and cater to diverse learning needs. |
| Achieve3000 | Strong | Scaffolds include differentiated content, vocabulary support, and adjustable Lexile levels.<br>Targeted supports for struggling readers: These scaffolds can include:<br>• Vocabulary preview pop-up screens before starting a lesson.<br>• Concept previews to build background knowledge.<br>• Extra time for activity completion.<br>• Audio support (text-to-speech) for article |
| **English Language Learners** | | |
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| Achieve 3000 | Strong | scaffolds include differentiated content, vocabulary support, translation options, and adjustable Lexile levels |
| | | |

**Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:**

Level 1 FAST

**Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions**

**Beginning of Year Data**

**Students who meet the following criteria at the beginning of the school year:**
(Enter assessment criteria that will be used.)

Level 1 FAST

**Number of times per week interventions are provided: 5**

**Number of minutes per intervention session: 30 minutes**

**Course(s) where interventions take place: Intensive Reading**

**Intensive, Individualized Instruction/Interventions**
**Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|---|---|---|
| What Works Clearinghouse Practice Guides | Promising | Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation:<br>• Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists<br>• Provide explicit vocabulary instruction<br>• Provide direct and explicit comprehension strategy instruction<br>• Increase student motivation and engagement in literacy learning |
| | | |

**Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.**

**Students with Disabilities**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|---|---|---|
| Achieve3000 | Strong | Scaffolds include differentiated content, vocabulary support, and adjustable Lexile levels.<br>Targeted supports for struggling readers: These scaffolds can include:<br>• Vocabulary preview pop-up screens before starting a lesson.<br>• Concept previews to build background knowledge.<br>• Extra time for activity completion.<br>• Audio support (text-to-speech) for article |
| | | |

| English Language Learners | | |
|---|---|---|
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| Achieve3000 | Strong | Scaffolds include differentiated content, vocabulary support, translation options, and adjustable Lexile levels |
| | | |

**What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Tier 3 Intervention programs.
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 2 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

## 5) Professional Learning (Rule 6A-6.053(9)(b)3.f.—i., F.A.C.)

**Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:**

- Provide professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

**Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.**

| Name of Professional Learning | Target Audience | Description |
|---|---|---|
| UFLI Foundations | K-2 | Designed to improve literacy outcomes for struggling students by addressing two key areas: reader development and teacher development. |
| FCRR Reading Endorsement | K-12 | Evidence-based pathway designed for teachers to earn the full Reading Endorsement. |
| Lastinger Center Literacy Micro-Credentials | PreK - 12 | Equips birth to twelfth-grade instructional personnel to identify literacy difficulties and determine appropriate interventions, pply evidence-based practices, and effectively use progress monitoring and intervention materials |
| Grand Canyon University Professional Development | K-12 | Supports K–12 districts in meeting state certification requirements, advancing teacher and leader expertise, and fostering continuous improvement in instructional practice. Programs align with the Science of Reading, social-emotional learning best practices, college and career readiness standards, and other evidence-based instructional frameworks. |

**Instructional Personnel and Certified PreK Teachers**

**Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.**

Gadsden County Public Schools provides a comprehensive professional learning framework to assist

instructional personnel and certified PreK teachers funded in the Florida Education Finance Program (FEFP) in earning state-approved certifications, credentials, endorsements, and advanced degrees in scientifically researched and evidence-based reading instruction. This framework ensures alignment with Florida's Reading Endorsement Competencies and the Science of Reading principles, while offering multiple pathways for professional growth.

- University of Florida Literacy Institute (UFLI)
  Instructional staff participate in targeted professional learning using the UFLI Foundations program, which offers explicit, systematic training in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Professional development is delivered through district-led workshops, coaching cycles, and model lessons, with embedded practice opportunities. UFLI training is integrated into ongoing professional learning communities (PLCs) to support application and sustainability.

- Florida Center for Reading Research (FCRR) Reading Endorsement Program
  Teachers enroll in the FCRR's competency-based online modules, which are designed to meet Florida's Reading Endorsement requirements. District leadership coordinates cohort enrollment, monitors progress and provides release time or stipends for completion. The program's self-paced structure allows teachers to apply newly acquired skills directly to their classroom instruction, with coaching support to ensure fidelity.

- Lastinger Center Literacy Micro-Credentials
  Through a partnership with the University of Florida Lastinger Center, teachers engage in literacy micro-credential courses that focus on discrete, evidence-based instructional practices. These stackable micro-credentials provide a pathway toward full endorsements and advanced literacy qualifications. Learning is competency-based, requiring demonstration of mastery through classroom artifacts and video submissions reviewed by certified assessors.

- Grand Canyon University (GCU) Professional Development Program
  Certified PreK teachers and instructional personnel have access to GCU's online professional development and advanced degree programs in reading and literacy education. Participants can pursue graduate-level coursework leading to master's degrees, reading specialist certifications, or other literacy-related credentials. The district provides guidance on tuition assistance, scheduling flexibility, and integration of GCU coursework into professional growth plans.

**Differentiated Professional Learning**
**Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.**

The Office of Professional Learning regularly reviews progress- monitoring data from all our schools and responds with support and trainings based on the individual needs of schools and teachers. Principals identify teachers whose progress monitoring data is not showing adequate growth through faculty meetings and data chats, and provide intensified, differentiated professional learning as needed.

**Mentor Teachers**
**Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.**

The district provides guidance on identifying mentor teachers and model classrooms through face-to-face meetings, email, and each site's professional learning advocate. Mentor teachers and model classrooms are

identified through weekly walkthroughs, faculty meetings, and data chats. Administrators work with their Literacy Leadership Teams to identify the key instructional characteristics required for each grade level and utilize data to select teachers routinely displaying these instructional characteristics within their classrooms.

**Professional Learning Time**
**Describe how time is provided for teachers to meet weekly for professional learning.**

Principals schedule common planning times for grade levels or departments and the school leadership (Principal, assistant principal, or coach) meets weekly or biweekly with teachers to provide embedded professional learning through Professional Learning Community (PLC) structures. During these meetings, teacher teams discuss benchmarks, review student work and data, and plan upcoming instruction, providing relevant and differentiated professional learning for each team. Progress monitoring data identify teachers in need of additional support, which can be provided by the site-based literacy coach or administrator, a district specialist, or through participation in school-level or district training.

## 6) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(9)(b)3.b., F.A.C.)

**Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.**

| Name of Tutoring Program | Target Audience | Description |
|---|---|---|
| Florida Center for Reading Research Materials | K-12 | High-quality, research-based instructional materials designed to improve literacy outcomes for students in PreK–12. These materials are aligned with the Science of Reading and the Florida B.E.S.T. Standards, focusing on the five essential components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. |
| District Beyond the School Day Tutoring Program – Teacher Developed Resources | K-12 | Teacher-developed resources are created to directly address skill deficiencies identified through progress monitoring, classroom assessments, and statewide assessment data. All resources are aligned to the Florida B.E.S.T. Standards and grounded in scientifically researched and evidence-based instructional practices, with a strong emphasis on literacy |

## 7) Family Engagement (Rule 6A-6.053(9)(b)3.o., F.A.C.)

**In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.**

- Parents of students identified with a substantial deficiency in reading will be provided a read-at-home plan that the parent can use to help with reading at home.
- Monthly community meetings will provide parents with strategies to support literacy for students with substantial reading deficiency.

- Community partners will continue to provide books to encourage literacy to all students.

**Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).**

- Eligible Parents provided with a New World Reading Initiative Flyer with instructions on how to enroll their Tier 1 and Tier 2 children that are in grades K-5.
- B.E.S.T. parent guides in English/Spanish – K-8th grade Parent Guides for English Language Arts (fldoe.org) Just Read Families- Just Read, Families! (fldoe.org)
- Just Take 20 – See it Read it activities JT20: IF You See It, Read It (fldoe.org)·B.E.S.T. ELA/Civics book lists.
- The district purchased 50 % of the B.E.S.T. ELA Booklist to be housed in the school's media center/and or online library. Teachers and students can check out the books and teachers send reading activities home for families to engage in literacy activities like Literacy Nights.
- Use Open House to provide "read with your child" engagement activities.
- Request SRLD to provide training to Literacy Leadership Teams on ways to engage parents in literacy at the school level.

## 8) Assurances (Rule 6A-6.053(9(b)2., F.A.C.)

**District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:**

| Initials | Assurance |
|---|---|
| | a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. |
| | b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C. |
| | c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading. |
| | d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable. |
| | e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C. |

| | |
|---|---|
| | f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments. |
| | g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading. |
| | h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities. |
| | i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents. |

| Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name): | |
|---|---|
| Signature: | Date: |

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 10c

**DATE OF THE SCHOOL BOARD MEETING: August 26, 2025**

**TITLE OF AGENDA ITEM: 2025-2026 Student Progression Plan**

**DIVISION:** Academic Services

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

**PURPOSE AND SUMMARY OF ITEM:**

The Student Progression Plan serves as a comprehensive guide for student advancement through the K-12 system, ensuring students are meeting academic standards and are prepared for the next grade level or graduation. It outlines specific requirements for promotion and retention, including assessments, course completion, and other criteria relevant to a student's progression. The plan also details communication procedures for informing parents and stakeholders about student progress. Additions and/or revisions are noted in the document in red ink. Deletions are denoted by strikethroughs.

**FUND SOURCE: N/A**

**AMOUNT: N/A**

**PREPARED BY: Dr. Loietta Holmes** LH

**POSITION: Director of Secondary Education**

ds 08/06/25

---

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

# Gadsden County Public Schools

## 2025-2026

# STUDENT PROGRESSION PLAN

**Elijah Key**
SUPERINTENDENT OF SCHOOLS
35 MARTIN LUTHER KING JR. BLVD
QUINCY, FL 32351
TEL: (850) 627-9651
FAX: (850) 627-2760
www.gadsdenschools.org

*Educating Every Student Today, Making Gadsden Stronger Tomorrow*

**Cathy Johnson**
DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL 32343

**Steve Scott**
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

**Leroy McMillian**
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

**Charlie Frost**
DISTRICT NO. 4
GRETNA, FL 32332
QUINCY, FL 32352

**Stacey Hannigon**
DISTRICT NO. 5
QUINCY, FL 32351

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

# TABLE OF CONTENTS


| CONTENT | | PAGE |
|---|---|---|
| Foreword | | 8 |
| Core Beliefs | | 9 |
| Vision and Mission Statements | | 9 |
| **ELEMENTARY SCHOOL (KINDERGARTEN THROUGH FIFTH GRADE)** | | |
| **I.** | **Admission and Enrollment** | **11** |
| | A. Admission | |
| | B. Enrollment Guidelines | |
| | C. Transfers From Out-of-State Schools or Out-Of-County Schools | |
| | D. Transfers from K-5 Home Education | |
| | E. Screening Activities for New Enrollees | |
| **II.** | **Elementary Instruction** | **14** |
| | A. Regular Program – General Program Requirements | |
| | B. Promotion From Kindergarten to Grade 1 | |
| | C. Promotion From Grade 1 to Grade 2 and Grade 2 to Grade 3 | |
| | D. Promotion From Grade 3 to Grade 4 | |
| | E. Promotion From Grade 4 to Grade 5 and Grade 5 to Grade 6 | |
| | F. Retention Decisions & The Role of Judgement | |
| | G. Social Promotion | |
| | H. Grades/Attendance | |
| | I. English Language Learners (ELL)/ Limited English Proficient (LEP) | |
| **III.** | **Assessments** | **21** |
| | A. Statewide Assessment Program | |
| | B. Screening and Diagnostic Assessment | |
| | C. Regular District or Classroom Assessment | |
| **IV.** | **Intervention and Remediation** | **21** |
| | A. Substantial Deficiency in Reading | |
| | B. Remediation and Supplemental Instruction | |
| **V.** | **Parent Notification and Progress Monitoring** | **22** |
| | A. Danger of Failure Notification | |
| | B. Notification Language | |
| | C. Grade 3 Retention Notification | |
| | D. Frequent Monitoring of Student Progress | |
| | E. Annual Parent Notification Requirements | |
| **VI.** | **Instructional Program for Retention Year** | **23** |
| | A. Intensive Instruction | |
| | B. Grade Retention | |
| **VII.** | **Instructional Program for Students with Multiple Retentions** | **24** |
| **VIII.** | **Grade Three Mandatory Retention Exemptions** | **24** |
| | A. Good Cause Exemption Determination Process | |

B. Good Cause Exemptions

**IX. Other Retention Waivers** **25**
A. Social Promotion
B. Good Cause Retention Waiver

**X. Mid-Year Promotion of Students Retained in Grade Three** **25**
A. Mid-Year Promotion
B. Mid-Year Promotion Prior to November 1
C. Mid-Year Promotion After November 1
D. Mid-Year Promotion Authority
E. Progress Monitoring Plan (PMP)

**XI. Procedures for Retained Students Not Promoted Mid-Year** **26**

**XII. Acceleration** **27**

**XIII. Instructional Program** **28**

**XIV. Student Rights for Instruction** **29**

**XV. Grading of Student Performance** **30**

**XVI. Report Cards** **37**

**MIDDLE SCHOOL (SIXTH THROUGH EIGHTH GRADE)**

**I. Admission and Enrollment** **39**
A. Admission
B. Enrollment Guidelines

**II. Middle School Instruction** **41**
A. Regular Program – General Program Requirements
B. Program of Study

**III. Middle School Promotion Requirements** **46**
A. Successful Completion of Courses
B. Civic Instruction
C. Career and Education Planning Course
D. Mental Health
E. Required Parent Meeting

**IV. Required Remediation in Reading and Mathematics** **49**
A. Intensive/Integrated Reading
B. Intensive/Integrated Mathematics

**V. Grading System** **49**
A. Teacher Authority
B. Secondary Grading Guidelines
C. Assignment of Final Grades
D. Teacher Comments
E. Frequency of Report Card Distribution
F. Danger of Failure

G. Parent/Teacher Conferences
H. Retention Decisions & The Role of Judgement

**VI. Expected Performance Levels** **57**
A. Chart of Grade Level Performance Levels
B. Students with Disabilities

**VII. Retention** **58**
A. More Than Two Failures
B. Two Failures (Grades 6 or 7)
C. One Failure
D. Promotion to Grade 8 or 9
E. Conditional Promotion (Grade 7 or 8)
F. English Language Learners (ELL) Limited English Proficient (LEP) Promotion/Retention
G. Summer School in Other Districts
H. Other Reasons

**VIII. Acceleration Policy** **59**

**IX. Parent Notification** **62**

**X. Progression for English Language Learner/Limited English Proficient Students** **63**
A. English Language Learners (ELL)/Limited English Proficient (LEP) Reading Instruction
B. English Language Learners (ELL)/Limited English Proficient (LEP) Reading Performance

**XI. High School Credit for Middle School Students** **63**
A. Courses Available
B. Grade Forgiveness
C. Awarding of Credit

**XII. Transfers From Other Schools** **64**
A. Foreign Students
B. Military Children
C. Home Education
D. Virtual Education Programs
E. Full-Time Virtual Student Education

**XIII. Student Rights for Instruction** **67**
A. Equal Access
B. English for Speakers of Other Languages (ESOL)
C. Appropriate Use of Primary Language
D. Teen Parent Program
E. Discrimination
F. Grievance Procedures

## HIGH SCHOOL (NINTH THROUGH TWELFTH GRADE)


| | | |
|---|---|---|
| **I.** | **Admission and Enrollment**<br>A. Admission<br>B. Enrollment Guidelines | **70** |
| **II.** | **Transfer of Credits and Placement Procedures**<br>A. Procedures of Transfer<br>B. Requirements for Transfer, Foreign-Born and/or ELL/LEP Students<br>C. Institutions with Automatic Credit Approval for Transfer<br>D. Transfer from Non-Accredited and Foreign Schools<br>E. Transfer from Home Schools<br>F. Validation of Credit<br>G. Transfer from Foreign Exchange Students<br>H. Transfer of Credit: Educational Opportunity for Military Children | **70** |
| **III.** | **Promotion Requirements and Grade Level Classification**<br>A. Number of Credits Required for Promotion<br>B. State Scheduling Requirements<br>C. High School Courses Taken in Middle School<br>D. Requirements for Promotion and Graduation at the High School Level<br>E. Promotion Requirements for Students with Disabilities with an IEP | **75** |
| **IV.** | **Programs of Study and Diploma Options**<br>A. Standard Diploma Options | **77** |
| **V.** | **Alternative Education Options**<br>A. Dropout Prevention Programs<br>B. Performance-Based Diploma Program<br>C. Performance-Based Exit Option Program<br>D. Home Education<br>E. Home Education Students and High School Graduation<br>F. Virtual Education Programs<br>G. Virtual Schools | **81** |
| **VI.** | **Additional Secondary and Postsecondary Credit-Earning Options**<br>A. Advanced Placement<br>B. Dual Enrollment<br>C. The Credit Acceleration Program (CAP)<br>D. Early Admission to Colleges and Universities<br>E. Nationally Recognized Industry Certification<br>F. Career and Technical Education Program Articulation | **84** |
| **VII.** | **Academically Challenging Curriculum to Enhance Learning (ACCEL) Procedures School Students** | **86** |
| **VIII.** | **Course Credit (F.S.1003.436)**<br>A. Courses Excluded from Credit Awarding (F.S.1003.43(7))<br>B. Course Substitutions and Waivers (F.S.1003.4282) Annual Course Code Directory<br>C. National Collegiate Athletic Association (NCAA) Eligibility<br>D. Course Titles on Transcripts<br>E. Determination of Mastery of Student Performance | **87** |

F. English Language Learners (ELL)/Limited English Proficient (LEP) Credit
G. Variety of Instructional Techniques and Instructional Media

**IX. Drop/Add Timelines, Procedures, and Grading for Dual Enrollment and Virtual Courses** **90**
A. Timelines for Dropping Dual Enrollment Courses
B. Timeline for Dropping Virtual School Courses
C. Grade Assignments for Dropped Courses
D. ESE Considerations

**X. Reading Remediation (F.S. 1003.428(2)(C))** **91**

**XI. Remediation** **91**

**XII. Promotion, Retention, and Promotion with Instructional Support** **91**
A. Promotion Notification of Process
B. Parent Notification of Potential Failure
C. Retention for ELL/LEP

**XIII. Requirements for Curriculum, Instruction, and Assessment** **93**
A. Career and Professional Academies
B. Requirements for English Language Learner Instruction
C. Requirements for Participation in Statewide Assessment

**XIV. Community Service** **93**
A. Requirements for Credit and Reporting

**XV. Student Rights and Instruction** **94**
A. Statement of Non-Discrimination
B. Provisions for English Language Learners (ELL)
C. Equity and Non-Discrimination/Harassment Policy
D. Participation
E. Board Policy on Non-Discrimination
F. Grievance Procedures

**XVI. Grading and Grade Point Average (GPA)** **95**
A. Quality Points for Grades (F.S. 1003.437)
B. Quality Points for Honors, CTE, Advanced Placement, and Dual Enrollment Courses
C. Computation of Grade Point Average (GPA)
D. GPA and Other Eligibility Requirements for Interscholastic Activities (F. S. 1006.15(2)
E. Graduation GPA (F. S. 1007.27 (6))
F. Level 1 Courses and Graduation Credit

**XVII. Grading and Student Performance** **97**
A. Teacher Authority and Responsibility for Grades
B. Grading Scale
C. Quarterly Grades
D. Determination of Final Course Grades
E. Semester Exams for Weighted Courses
F. Failure of One Semester of a One-Credit Course

G. Reporting of Grades and Attendance
H. Grade Challenge
I. Incomplete Grade
J. Grade Replacement/Forgiveness
K. End-Of-Course Examination Retakes
L. Required Information for Report Cards
M. Recognition of Graduates
N. Report Card Requirements and Distributions
O. Instruction and Attendance Requirements for Credit Earning
P. Excused Absences
Q. Make-up Work Following an Excused Absence
R. Timelines for Make-up Work Following an Excused Absence
S. Unexcused Absences
T. Attendance and Academic Performance Expectations/Exemptions (F.S. 1003.33)
U. Full-Time Students
V. Accommodations for Eligible Students
W. Student Re-enrollment

**XVIII. Diplomas and Certificate of Completion Options** **105**
A. Standard Diploma
B. Certificate of Completion
C. Special Diploma/Special Certification of Completions
D. Graduation Plans
E. Certificate of Completion and Commencement

**K-12 Exceptional Student Education Student Progression** **107**

**Appendices**
Appendix A: Educational Opportunity for Military Children **123**
Appendix B: Request for Elementary Acceleration **132**
Appendix C: Elementary Performance Contract **133**
Appendix D: Middle Grades Students and EOC Assessment Requirements **134**
Appendix E: Middle Grade Fast-Track Mathematics Criteria **135**
Appendix F: Request for Middle Grades Acceleration **136**
Appendix G: Academically Challenging Curriculum to Enhance Learning Learning (ACCEL) Middle Grades Performance Contract **137**
Appendix H: Mastery Exam Request **138**
Appendix I: Graduation Requirements for Florida's Statewide Assessment **139**
Appendix J: College Readiness Courses **144**
Appendix K: Foreign Exchange Program Requirements **145**
Appendix L: Third Grade Student Progression – Technical Assistance **147**
Appendix M: House Bill 7069 Changes to Assessment, Accountability and Student Progression **154**
Appendix N: Graduation Requirements for Displaced Puerto Rico High School Students **158**
Appendix O: Multi-Tiered System of Supports **160**
Appendix P: Request for Assignment to Next Grade for Good Cause **161**
Appendix Q: Standard Diploma Requirements **162**
Appendix R: Curriculum & Instruction Department Transfer Record from Non-Public to Public School Kindergarten and Grade 1 (2020-2021) **164**
Appendix S: Verification of Residence **165**

## 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.

**The Gadsden County School District is on a journey toward achieving excellence. Our students are the reason we exist, and everything we do must be focused on the things that are in their best interest. From this perspective, we will continue to be committed to collaborating with all stakeholders to better prepare our students for life in a global society.**

## *CORE BELIEFS*

The Gadsden County School District believes that:

- all students will learn when instruction is engaging, rigorous, differentiated and individualized;
- learning environments must be safe and supportive;
- schools exist to foster the development and well-being of the whole child;
- understanding and respecting diversity enriches students' lives;
- every student has a right to a high quality education;
- success requires shared responsibility, collaboration and communication among all staff, families, students and the community;
- engaged families combined with highly effective teachers and school leaders are the central components of a successful school;
- positive character education is essential to whole child development;
- high-quality customer service is a critical component of high-quality education;
- everyone must be held to the highest ethical standards to achieve excellence;
- everyone must contribute to and be held accountable for student achievement; and
- all district services must clearly be linked to student achievement.

## *VISION*

The Gadsden County Public Schools comprises a system of excellence that prepares ALL students to live and successfully compete in a global society.

## *MISSION*

The mission of Gadsden County Public Schools is to collaborate with all stakeholders to provide a safe, caring, rigorous and engaging instructional environment in which students can learn and succeed.

# ELEMENTARY STUDENT PROGRESSION



"Doing the best at this moment puts you in the best place for the next moment."

Oprah Winfrey



## LEGAL BASIS OF THE STUDENT PROGRESSION PLAN

**A. 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.

## ELEMENTARY SCHOOL (Grades K - 5)

### I. ADMISSION AND ENROLLMENT

#### A. ADMISSION:

The following policies for admission to Gadsden County Schools are in effect for all students in Gadsden County.

1. **First Entry to Gadsden County Schools**
   Proof of date of birth for students (For acceptable alternates to birth certificates see Florida Statute 1003.21(4))
   a. Evidence that the parent(s)/guardian(s) are legal residents of the school's attendance area or have district-approved registration through School Choice procedures.
   b. A valid Florida Certificate of Immunization from a health professional.
   c. Kindergarten through 6th grade immunizations required for entry:
      (1) 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
      (2) 3-5 doses of polio, final dose must be administered after 4th birthday;
      (3) 2 doses of MMR;
      (4) 2 doses of Varicella or documentation of chicken pox disease;
      (5) 3 dose of Hepatitis B;
   d. A certificate showing a physical examination within 12 months prior to enrollment

2. **Upon initial admission or entry from one attendance zone to another** in Gadsden County Public Schools, evidence of residence must be presented to the receiving school. All addresses are subject to verification. The following documents shall be required:
   a. Owned residence
      (1) copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption, and
      (2) a copy of a current electric bill or initial order for service; and
      (3) one of the following current documents:
         (a) auto registration
         (b) driver's license
         (c) voter's registration
         (d) Florida ID

b. Rented or leased residence
   (1) Copy of current lease, rental agreement, or a notarized letter from the landlord, and
   (2) Copy of a current electric bill or initial order for service; and
   (3) One of the following current documents:
      (a) Auto registration
      (b) Driver's license
      (c) Voter's registration
      (d) Florida ID

c. Non-primary owner or renter (families living with families):
   A Verification of Residency Form must be completed by primary and non-primary owner or renter. This form is for one school year only.

d. If applicable, legal documents, i.e. a copy of current judgment of divorce (dissolution of marriage) or other court order establishing the right of custody should be presented at time of enrollment.

## B. ENROLLMENT GUIDELINES

A minor child's residence is that of the child's parent or parents. A child residing in Gadsden County, Florida must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by the School Choice Office, ESE school assignment, appropriate district level administrator, disciplinary assignment under the Student Code of Conduct, assignment by the School Board "in lieu of expulsion, or a "no contact order" entered by a court of competent jurisdiction.

The following guidelines govern the enrollment of students into the elementary schools of Gadsden County, Florida:

### 1. KINDERGARTEN

Any child who has attained the age of five years on or before September 1, will be admitted to kindergarten at any time during that school year.

### 2. FIRST GRADE

Any child who has attained the age of six years on or before September 1, will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

a. regular attendance in a 180-day instructional program;
b. attaining the age of five (5) on or before September 1 – required for legal entry into kindergarten;
c. an official letter or transcript from a proper school authority (to include home education) which shows records of attendance, academic information, and grade placement of the student. A student from a private school and/or out of state must document successful completion of kindergarten the **GCPS Form: Private to Public**.

## C. TRANSFERS FROM OUT- OF- STATE SCHOOLS O R OUT - OF-COUNTRY SCHOOLS

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

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

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

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

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

## E. SCREENING ACTIVITIES FOR NEW ENROLLEES

Kindergarten students will participate in the Florida Kindergarten Readiness Screener (FLKRS) upon fall entry into kindergarten. A four to six-week screening period will be allowed from time of enrollment to assist with placement adjustments.

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

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

## II. ELEMENTARY INSTRUCTION

In the event of an individual, classroom, school-wide, or district crisis need, Gadsden Innovative Instructional Plan (Remote Learning) will act as the default instructional platform.

### A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS

1. Student Performance: Gadsden County Public Schools provides instruction in all required course standards and has instructional frameworks aligned to the course standards in the areas of English language arts, mathematics, science, and social studies. Teachers instruct utilizing the instructional frameworks as a guide for sequencing standards-based instruction. A schoolwide system of progress monitoring is utilized to support students with identified deficiencies. Student progression is based upon mastering the standards in each course as evidenced by student grades on the student's report card as well as formative data obtained from progress monitoring and summative data obtained from a student's performance on the statewide, standardized assessment program.

   a. For grades and subjects in which no current state assessments are administered, school districts must establish and assess expected levels of performance for student progression using district-selected assessments such as students' class work; observations; class, school, district, and/or state assessments; or other relevant information.

   b. It is the responsibility of the classroom teacher to screen, instruct, assess, and monitor the progress of student proficiency on all Florida Standards/Next Generation Sunshine State Standards. Each teacher shall develop daily lesson plans for all subjects taught. Plans should reflect the teaching of Florida Standards/Next Generation Sunshine State Standards for K-5, including English Language Learners' and Exceptional Education Student modifications, when necessary. The principal or principal designee shall check lesson plans regularly. Standards will be consistently taught and assessed throughout the year. Assessment of proficiency will be based on Florida B.E.S.T Standards/Next Generation Sunshine State Standards, the K-5 Decision Tree located in the K-12 Comprehensive Reading Plan, supplemental materials, student work samples, observation of the student's performance, and student self- assessment.

   c. Each elementary school shall regularly assess the reading ability of each K-5 student. (See K-12 Comprehensive Reading Plan: Curriculum Decision Tree recommendations). State and district diagnostic assessment tools will be used to identify a student's area of academic need. It is the responsibility of the classroom teacher to screen all Gadsden County Public Schools' students within 30 school days of entry. The parent of any

K-5 students who exhibit a reading deficiency shall be notified in writing of the student's deficiency within 45 school days from the student's first day of enrollment.

d. K-3 students identified with ~~A student who has~~ a substantial reading deficiency ~~as determined in Florida Statute 1008.25 (5) (a)~~ must be covered by a ~~federally required student plan, such as an individual education plan or~~ an individualized progress monitoring plan (IPMP),that is designed to address the student's specific reading deficiency. The IPMP must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available. ~~or both, as necessary~~ pursuant to s. ~~. (Florida Statute~~ 1008.25(4)(c), F.S.
For reading, the IPMP shall include at a MINIMUM:

1. The student's specific, identified reading deficiency.
2. Goals and benchmarks for student growth in reading.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading progress.
4. The specific evidenced-based literacy instruction grounded in the science of reading which the student will receive.
5. Strategies, resources and materials that will be provided to the student's parent to support the student make reading progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading development. (s. 1008.25 (4)(c), F.S.)

K-3 students with qualifying disabilities covered by an Individualized Educational Plan (IEP) or 504 Plan are exempt from the requirement to have an IPMP, if the IEP or 504 Plan addresses the student's reading deficiency. If a student is covered by an IEP ONLY, the above criteria should be documented in the IEP along with all other required documentation.

e. Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading, or the characteristics of dyslexia, based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions, that are grounded in the science of reading, immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57, F.S., is completed to provide appropriate evidenced-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 490, F. S., which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of documentation and based on the student's specific areas of difficulty as identified by the licensed professional. The student's

reading proficiency must be monitored, and the intensive reading interventions must continue until the student demonstrates grade-level proficiency in a manner determined by the District, which may include achieving a level 3 on the statewide, standardized English language arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading. Florida Statute 1008.25 (5)(a)

The parent of any K-3 student who exhibits a substantial deficiency in reading must be immediately notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and support that will be provided to the child, which 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, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading. The read-at-home plan must provide access to the resources compiled by the Department of Education (Department).
6. That statewide, standardized ELA assessment 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 student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for ELA. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
8. The district's specific criteria and policies for mid-year promotion. Mid-year 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.
9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.
10. The process to request and receive a New Worlds Scholarship under s. 1002.411, F.S., subject to available funds.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communication must be in writing and must explain any

additional interventions or supports that will be implemented to accelerate the students' progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or support, and earlier implementation of the additional interventions or support described in the initial notification. Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for the parent of a student with a substantial deficiency in reading 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. (s. 1002.20(11), F.S., and s. 1008.25(4), (5), (8), F.S.)

f. The district's comprehensive program for student progression uses assessment data, including universal screening and ongoing progress monitoring, to evaluate the effectiveness of instruction, identify students needing more intensive instructional support, and monitor each student's response to implemented interventions. Students who do not meet grade-level expectations receive increasingly intense intervention services. The areas of academic need and intervention strategies are defined through a problem-solving/Multi-Tiered System of Supports (MTSS) process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students are matched to strategic and intensive interventions based on data from multiple assessment sources. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based interventions. Interventions for academics and/or behavioral deficiencies will be provided through the Gadsden County Public Schools Multi-Tiered System of Supports (MTSS) process.

Parents may not refuse remedial/intervention services. A school district has the authority and responsibility to design the student's course of study. It is the school that is held accountable for the student's progress.

g. As required by Florida Statute 1001.42 (18) (b), an elementary grades early warning system is used to identify students who need additional support to improve academic performance and stay engaged in school. When a student exhibits two (2) or more early warning indicators as required by law, a school-based team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multi-disciplinary team.

h. Student satisfactory achievement is defined by Gadsden County Public Schools as the ongoing demonstration and application of Florida Standards/Next Generation Sunshine State Standards. Satisfactory achievement on statewide, standardized assessment is defined as scoring at level 3 or above. Each student must participate in assessments as required by Florida Statutes 1008.25.

i. Students must demonstrate a satisfactory level of achievement in English language arts, mathematics, science, and social studies at each grade level as determined by state/district levels of achievement on state assessments and/or local levels of achievement on district assessments. The independent work of the student will be considered as a criterion in the student's placement decision.

j. All parents will be notified regularly of their child's achievement during the school year. Gadsden County Public Schools will report to the parent of each student the progress of the student toward achieving state and district expectations for satisfactory achievement in English language arts, mathematics, science, and social studies. The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information. The final report card will indicate performance or non-performance at grade level, acceptable or unacceptable behavior, attendance, and promotion or retention.

k. Students with report card grades of "D's" or "F's" in English language arts, mathematics, or science should be monitored closely and may be considered for diagnostic assessment. If needed, remediation will be provided through the MTSS process. These students will be considered for possible retention. English Language Learners, two years or less in the program, will not be marked below grade level.

l. Students working below grade level (working on curriculum standards below his/her current grade level) must be diagnostically assessed and provided remediation through the Multi-Tiered System of Supports

(MTSS) and considered for possible retention. Students marked below level for English language arts on the report card must:

(1) Be diagnosed and provided remediation through intensive reading instruction required by the K-12 Comprehensive Reading Plan.
(2) Based on diagnoses, have his/her individual areas of deficiency in phonemic awareness, phonics, fluency, comprehension and/or vocabulary identified, addressed, and monitored frequently.
(3) Be considered for possible retention and have this marked in the comment section.
(4) Be reassessed by locally determined assessments and through teacher observation at the beginning of the grade following the intensive reading instruction.
(5) Continue to be provided intensive reading instruction until the reading deficiency is remedied.

**NOTE:** The Gadsden County School District is committed to the academic, social, and ethical development of all scholars. We feel that academic dishonesty inhibits a scholar's achievement and compromises the trust between teacher and scholar, which is fundamental to the learning process. The academic integrity code communicates the meaning and importance of intellectual honesty to all scholars, articulates and supports the interest of the learning community in maintaining the highest standards of conduct in academic affairs. Our code identifies, sanctions, and educates those who fail to live up to the stated expectation of the Gadsden County School District regarding these standards.

An integral part of education is developing a sense of academic honesty and integrity. **Gadsden County School District has zero tolerance in regard to cheating/plagiarism, whether in the face-to-face or the remote environment.** If a student cheats or plagiarizes on any class work or assessment (tests/quizzes), that student will receive a zero and the classroom teacher will notify their parent/guardian. In addition, any student who assists another student in the act of cheating/plagiarizing will experience the same consequences. Students will have an opportunity to complete the assignment or take the assessment to assist the student in mastery of the content; however, their grade will remain a zero.

## B. PROMOTION FROM KINDERGARTEN TO GRADE 1

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

## C. PROMOTION FROM GRADE 1 TO GRADE 2 AND GRADE 2 TO GRADE 3

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

**D. PROMOTION FROM GRADE 3 TO GRADE 4**

~~A student must receive passing grades in the areas of reading, language, mathematics, science, and process writing. Florida Statute 1008.25 (5) (b) requires that a grade 3 student must also score at or above Level 2 on the Florida Assessment of Student Thinking (F.A.S.T.) in Reading. A 3rd grade student who is deficient in reading at the end of the school year, as demonstrated by not scoring a level 2 or higher on the statewide assessment test must be retained unless exempted for "good cause".~~

To be promoted to grade 4, a student must score Level 2 or higher on the grade 3 statewide, standardized ELA assessment required under s. 1008.22, F.S. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized ELA assessment required under s. 1008.22, F.S., the student must be retained. Students who score Level 1 on the grade 3 statewide, standardized ELA assessment during Progress Monitoring (PM) 3 will be provided an additional opportunity to test in the summer (refer to the current Statewide Assessment Schedule for testing window dates). A score of Level 2 or above on the summer administration of the grade 3 statewide, standardized ELA assessment can also be used for promotion purposes.

**E. PROMOTION FROM GRADE 4 TO GRADE 5 AND GRADE 5 TO GRADE 6**

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.

**F. RETENTION DECISIONS & THE ROLE OF JUDGMENT**

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

**G. SOCIAL PROMOTION**

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

**H. GRADES/ATTENDANCE**

Excessive absences may impact class grades.

**I. ENGL ISH LA NGU AGE LE A RNE RS (ELL)/ LIMIT E D ENGLISH PROFICIENT LEP**

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

ELL/LEP committee. This committee meeting is held prior to the Good Cause decision affecting ELL/LEP students.

## III. ASSESSMENTS

### A. STATEWIDE ASSESSM ENT PROGRAM

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

### B. SCREENING AND DI A GNOSTIC ASSESSMENT

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

### C. REGULAR DISTRICT OR CLASSROOM ASSESSMENT

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

## IV. INTERVENTION AND REMEDIATION

### A. SUBSTANTIAL DEFICIENCY IN READING

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

Any VPK student in a public school who exhibits a substantial deficiency in early literacy skills and any K-3 student who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic and multisensory reading interventions, that are grounded in the science of reading, immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia.

A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial deficiency in reading and initiate intensive reading interventions. In addition, a school may not wait until an evaluation is conducted pursuant to s. 1003.57, F.S., is completed to provide appropriate, 4 evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 490, F.S., which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based

on the student's specific areas of difficulty as identified by the licensed professional. (s. 1008.25(5), F.S.)

### B. REMEDIATION AND SUPPLEMENTAL INSTRUCTION

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

The intervention programs shall be provided in addition to the comprehensive core reading instruction that is provided to all students in the general education classroom. Dyslexia-specific interventions are defined in Rule 6A-6.053, F.A.C., and shall be provided to students who have the characteristics of dyslexia. The reading intervention programs must do all of the following:

1. Provide explicit, direct instruction that is systematic, sequential and cumulative in language development, phonological awareness, phonics, fluency, vocabulary and comprehension, as applicable.
2. Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics including decoding and encoding, sight words, vocabulary or comprehension; and
3. Be implemented during regular school hours.

The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. (s. 1008.25(5), (8), F.S.)

## V. PARENT NOTIFICATION AND PROGRESS MONITORING

### A. DANGER OF FAILURE NOTIFICATION

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

### B. NOTIFICATION LANGUAGE

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

### C. GRADE 3 RETENTION NOTIFICATION

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

### D. FREQUENT MONITORING OF STUDENT PROGRESS

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

### E. ANNUAL PARENT NOTIFICATION REQUIREMENTS

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

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

## VI. INSTRUCTIONAL PROGRAM FOR RETENTION YEAR

### A. INTENSIVE INSTRUCTION

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

### B. GRADE 3 RETENTION

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

## VII. INSTRUCTIONAL PROGRAM FOR STUDENTS WITH MULTIPLE RETENTIONS

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

## VIII. GRADE THREE MANDATORY RETENTION EXEMPTIONS

### A. GOOD CAUSE EXEMPTION DETERMINATION PROCESS

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

### B. GOOD CAUSE EXEMPTIONS

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

1. A student with limited English proficiency who has had less than two (2) years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States and meets all other district promotion requirements;
2. A student with a disability whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule (Section 1008.212, F.S.);
3. A student who demonstrates an acceptable level of performance on a district and State approved alternative standardized reading or English Language Arts assessment;
4. A student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the English Language Arts Florida Standards tested in reading equal to at least a Level 2 performance. A student in grades 4-8 who demonstrates through a portfolio that promotion requirements have been met in other applicable subject areas;
5. A student with a disability, who has been previously retained in the K-3 grade group, who participates in the F.A.S.T., and who has an Individual Education Plan (IEP) or a 504 plan that reflects that the student has received

intensive remediation in reading or English Language Arts for more than 2 years but still demonstrates a deficiency in reading;

6. 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 group for two or more years;
7. 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 has 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.

See Appendix P.

## IX. OTHER RETENTION WAIVERS

### A. SOCIAL PROMOTION

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

### B. GOOD CAUSE RETENTION WAIVER

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

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

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

### A. MID-YEAR PROMOTION

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

### B. MID-YEAR PROMOTION PRIOR TO NOVEMBER 1

On or before November 1, retained Grade 3 students may be recommended for promotion if they meet these criteria: For successful completion of the district Grade 3 portfolio assessments to document the recommendation for promotion, there must be evidence of mastery of Grade 3 tested Florida B.E.S.T. Standards for English/Language Arts. The district's portfolio requirements incorporate these required elements as specified in [FAC 6A- 1.094222]. The student's performance must include mastery of the benchmarks assessed in Grade 3. Students must show 80% mastery (4 of 5 items correct) on each benchmark on each assessment.

### C. MID-YEAR PROMOTION AFTER NOVEMBER 1

For mid-year promotion after November 1:

Retained Grade 3 students may be recommended for mid-year promotion based on student's mastery of third grade tested Florida B.E.S.T. Standards Benchmarks for English/Language Arts and beginning mastery of the Benchmarks for fourth grade consistent with the month of promotion to fourth grade. These students may be recommended for promotion to Grade 4 at any time from November 1 until the last school day of the first semester.

### D. MID-YEAR PROMOTION AUTHORITY

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

### E. PROGRESS MONITORING PLAN (PMP)

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

## XI. PROCEDURES FOR RETAINED STUDENTS NOT PROMOTED MID-YEAR

### A. DIAGNOSTIC ASSESSMENT

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

### B. GRADE 3 RETENTION READING REQUIREMENT

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

### C. READING REMEDIATION FOR MULTIPLE RETENTION

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

## XII. ACCELERATION

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

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

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

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

**Virtual Instruction Higher Grade-Level Subjects** - A student that is placed with students at a more advanced grade level in a virtual class for one or more subjects for a

part of a day without being assigned to a higher grade. Middle school courses are accessible only through K12 Virtual School and Panhandle Area Educational Consortium (PAEC) Virtual School.

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

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

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

## XIII. INSTRUCTIONAL PROGRAM

### A. STANDARDS AND BENCHMARKS

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

### B. INSTRUCTIONAL ALIGNMENT AND FOCUS

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

### C. ENGLISH LANGUAGE LEARNERS (ELL) INSTRUCTION

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

## XIV. STUDENT RIGHTS FOR INSTRUCTION

### A. STUDENT RIGHTS TO PARTICIPATE

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

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

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

### C. PRIMARY LANGUAGE SERVICES

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

### D. USE OF PRIMARY LANGUAGE

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

### E. DISCRIMINATION POLICY

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

### F. FLORIDA VIRTUAL SCHOOL ACCESS

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

### G. ACCESS TO MIDDLE SCHOOL COURSES

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

### H. GRIEVANCE PROCEDURES

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

### I. K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL

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

## XV. GRADING OF STUDENT PERFORMANCE

### A. TEACHER AUTHORITY

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

### B. ELEMENTARY GRADING GUIDELINES

The goal of Gadsden County School District is to move all students to academic success. This ensures high levels of learning for all students. In order for all students to learn, there are four essential components:

1. Highly effective core instruction
2. Systematic identification of each student's level of success during instruction
3. A multi-tiered system of supports to ensure that all students learn
4. Accurate and meaningful reporting of student achievement

**Section 1. Initial Instruction:**

Teachers and students must have clear expectations of the course standards as defined in Florida's course descriptions located at http://www.fldoe.org/academics/courses/course-descriptions.stml.

- Learning targets are clearly articulated (e.g. posted on board, described in rubrics, listed on assignments)
- Instruction is scaffolded to develop learning to achieve the targeted outcomes at a proficient level

- Assignments and assessments are aligned with the Florida B.E.S.T. Standards.

**Section 2. Assessment Types and Calculation Method:**

Teachers gather information for two distinct reasons: to make instructional decisions (diagnostic and formative assessment) and to communicate a summary of the student's achievement (summative assessment).

- It is the purpose and timing of the assignments that determine whether it is diagnostic, formative, or summative.
- When possible, the way students are formatively assessed should match the way they are summatively assessed. For example, if students are to give an extended oral presentation (summative assessment), it is appropriate that they first do smaller oral presentations (formative assessment).

***Diagnostic measures*** have two purposes.

- Screening assessments prior to instruction provide information on learner readiness.
- Diagnostic information can also be used during instruction to target areas of intervention.

***Formative measures*** involve ongoing assessment and grading feedback for the purpose of instructional decision-making and are vital to teaching and learning. Teachers must assess the learning of their students frequently to evaluate the effectiveness of instruction and plan for future instruction. Formative data:

- Provide evidence on recent performance and patterns of learning.
- May be derived from pretests and other diagnostic tools.
- Respond accordingly to student learning needs, perhaps with an adjustment in instruction.
- Enable the teacher to determine if students are prepared for the summative.
- Enable students to do a self-evaluation of their own learning so they can identify areas of need and seek out assistance.
- Align with standards, summative assessments, and reinforce learning.

***Summative measures*** are essential to grading. Teachers use report card grades to share information with parents and students and to call attention to the needs of struggling students. Report card grades also play a role in higher education, career opportunities, promotion and retention decisions and may be used to identify students for evaluation of special programs and services.

## Section 3. Assessment Guidelines, Grading Practices and Procedures:

Grades on both individual assessments and report cards should reflect students' achievement of standards on intended learning outcomes.

- Grades will be reported by letter grade or numerical score in recording student progress as follows:

| Letter Grade | Numerical Score | Description |
|---|---|---|
| A | 90-100 | Outstanding Progress |
| B | 80-89 | Above Average Progress |
| C | 70-79 | Average Progress |
| D | 60-69 | Lowest Acceptable Progress |
| F | 0-59 | Failure |

- A student's grade should consist of multiple measures (many different types of assessments– computer-based, pencil and paper assessments). The District's Uniform Guide for calculating students' grades each grading period (Kindergarten through Five) is indicated below.

| Grading Category | Numerical Weight | Description |
|---|---|---|
| **Exams** | 50% | Ready LAFS/MAFS Assessments (Weekly/Interim) Journey's Assessments (Unit/Benchmark) Portfolio Assessments (Grade 3) |
| **Classwork** | 10% | Science labs/lab reports Independent Practice Daily Instructional Practice Ready MAFS/LAFS Practice |
| **Quiz** | 25% | Teacher Created Quizzes Spelling Quizzes Writing Assignments |
| **Participation** | 10% | Small group participation Reading & notetaking Class discussions |
| **Homework** | 5% | Homework Activities |

- Multiple formative assessments in a 9-week period are recommended.
- Students may be reassessed to maximize opportunities for progress. When a student's score on a retake is less than the original score, the higher score should be used.
- Students and parents need timely and accurate feedback to effectively monitor learning progress.

- Best practice: Skyward should be updated weekly (except in the case of unusual circumstances). Grades of "0" (zero) should not be entered in advance of assigning work to students. "0" (zero) is used when the score on the assignment is "0" (zero).
- Students who are submitting late work (due to absence) should have one day, or one day for each day absent (whichever is greater), to submit work unless the teacher determines there are extenuating circumstances which necessitate an extension, or a school-wide policy exists that grants additional time.
- Nonacademic behavior (conduct and effort) should be reported separately from achievement grade.

***Homework Policy***. Each school shall have a homework policy which ensures that students will have regular home assignments which reinforce and enhance student learning. Each school shall include its homework policy in the student handbook.

When developing the school based policy consider these best practices:

- Homework should be an enriching experience with meaningful feedback given promptly. It is critical for students to also understand the purpose of their assignments and should not be used as a form of punishment or busy work.
- Homework is not included in a student's academic grade.
- The purpose of homework is to develop intellectual discipline, establish good study habits, balance classroom workload, supplement and reinforce material covered in class, and serve as a link between home and school.
- Homework assignments should be at the instructional level that matches students' skills.

**Section 4. Intervention and Remediation:**

The focus of instruction should be getting students to achieve their full learning potential. When students demonstrate a lack of proficiency on standards they must receive intervention(s), which may lead to assessment retakes or alternative assignments aligned to the non-proficient standards. Proficiency is defined by the state of Florida as 70% or higher.

When considering the need for intervention and/or remediation, there are a number of factors that impact educational outcomes and student performance. The PAIR process is a problem-solving method used to determine student needs and assist teachers to align intervention and remediation methods appropriately.

***PAIR Process:***

1. Problem Identification (What is the Problem?)
   - Teacher analyzes formative assessments to identify weaknesses in performance due to student readiness or instructional alignment.
2. Analyze the Problem (Why is it occurring?)
   - These factors include: Instruction: (how content is presented including types of materials, grouping, etc.) Curriculum: (content that is taught including scope and sequence); Environment: (where the student sits, physical arrangement of the room, lighting, noise, etc.) Learner: (the actual student)
   - Considering the factors will help teachers to determine likely causes of the problem and to choose the appropriate intervention method.
3. Intervention Design and Implementation (What do we do about it?)
   - Based on the pervasiveness of the problem, the student is given access to the appropriate intensity of intervention in addition to core instruction.
   - Teacher and student determine a plan for remediation
   - Intervention may include but is not limited to reassessment, tutoring, or intervention support aligned to the non-proficient standards. Intervention does not necessitate retaking an assessment.
4. Response to Intervention (Is the plan working?)
   When student performance is still below proficiency after intervention, the teacher should repeat the PAIR process to identify another intervention method.

It is the ongoing responsibility of the teacher to identify, as soon as possible, to the principal and parents/guardians, those students who do not appear to be making satisfactory progress toward achieving grade level objectives. For these students, the teacher should develop a progress monitoring plan. When the progress monitoring plan is unsuccessful in meeting the student's needs, the student should be referred to the school's Multi-tiered Systems of Support Team (MTSS). This team will further analyze barriers to academic success, develop targeted interventions, monitor the student's response to interventions, and refer for evaluation if deemed appropriate.

## Section 5. District Grading Scale: (Grades K – 5) Mathematics, Language Arts, Science, and Social Studies

| Letter Grade | Numerical Score | Description |
|---|---|---|
| **A** | 90-100 | Outstanding Progress (Mastery)<br>Consistently demonstrates in-depth understanding of concepts, processes, and skills |
| **B** | 80-89 | Above Average Progress<br>Often demonstrates an understanding of major concepts, processes, and skills |
| **C** | 70-79 | Average Progress (Proficiency)<br>Demonstrates a developing understanding of major concepts, processes, and skills |
| **D** | 60-69 | Lowest Acceptable Progress<br>Demonstrates a beginning understanding of major concepts, processes, and skills |
| **F** | 0-59 | Failure<br>Demonstrates little or no understanding of major concepts, processes, and skills |

## COMPARISON OF ASSESSMENT CATEGORIES

| FORMATIVE | SUMMATIVE |
|---|---|
| Occur during the learning process | Occur after the learning process |
| Provide feedback during the learning process to improve learning | Provide the information teachers need to assign a grade |
| Use quick questions to check for basic understanding | Do not have to cover an extended period; information could be chunked |
| Allow students to process smaller chunks of information and help students clarify their thinking before they become confused and frustrated | Allow students to prove what they have learned |
| Help teachers determine when to differentiate instruction to diverse needs | Help teachers analyze the effectiveness of their differentiation and decide if formative assessments provided needed information |
| Enable teachers to gauge students' understanding throughout the lesson | Enable teachers to make a judgment about students' learning |

| SAMPLE FORMATIVE ASSESSMENTS | SAMPLE SUMMATIVE ASSESSMENTS |
|---|---|
| • Informal teacher questions<br>• Conversation with student<br>• Informal observation<br>• Rough drafts of written work<br>• Learning log (in progress)<br>• Reflective journal (multiple drafts)<br>• Student Response Strategies: Thumbs - up, SMART BOARDS, Kagan structures, etc. | • Formal oral interview<br>• Conference with student<br>• Formal observation<br>• Final copy of written work<br>• Final learning log entries*<br>• Final journal entries* |

*Would include elements of reflection, synthesis, and/or self-assessment

**ASSESSMENT TYPES**

| | DIAGNOSTIC | FORMATIVE | SUMMATIVE |
|---|---|---|---|
| PURPOSE | To assess knowledge prior to instruction; to determine instructional needs in targeted areas | To monitor and guide a process/product while it is still in progress; to provide feedback to improve learning | To determine success of instruction |
| TIME OF ASSESSMENT | Prior to initial instruction; after instruction to determine gaps in learning | During the learning process | At the end of the instructional unit or at the end of instruction on a standard |
| TYPES OF ASSESSMENT TECHNIQUES | Informal observations, pre-tests, district accountability (e.g., FSA assessments in ELA, science and mathematics) | Quick checks for basic understanding, informal observations, quizzes, iReady assessments, teacher questions | Formal observation, tests, projects, term papers, exhibitions, district interim assessments |

## C. OTHER CONTENT AREAS

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

S = Satisfactory
N = Needs Improvements
U=Unsatisfactory

### D. CONDUCT

Student Conduct will be indicated by the following designations:

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

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

**Needs Improvement:** Rarely participates. Frequently does not complete assignments and are inattentive and poorly organized.

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

### E. EVALUATION OF ACHIEVEMENT

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

### F. INSTRUCTIONAL LEVEL

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

## XVI. REPORT CARDS

### A. TEACHER COMMENTS

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

### B. NARRATIVE EXPLANATION OF GRADING SYSTEM

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

### C. QUARTERLY ISSUANCE

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

### D. PARENT/TEACHER CONFERENCES

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

### E. GRADE REVIEW

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

"Just believe in yourself. Even if you don't, pretend that you do and at some point, you will."

Venus Williams

## MIDDLE SCHOOL (Grades 6 - 8)

# I. ADMISSION AND ENROLLMENT

## A. ADMISSION

The following policies for admission to Gadsden County Schools are in effect for all students in Gadsden County.

1. **First Entry to Gadsden County Schools**
    a. Evidence that the parent(s)/guardian(s) are legal residents of the school's attendance area or have district-approved registration through School Choice procedures.
    b. Proof of date of birth for students (For acceptable alternates to birth certificates see Florida Statute 1003.21(4))

    *Note: A homeless child, as defined by § 1003.02, Fla. Stat., shall be given a temporary exemption from this requirement for 30 school days.*

    **c.** A valid Florida Certificate of Immunization from a health professional to include:
        **i.** 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required)
        **ii.** 3-5 doses of polio, final dose must be administered after 4th birthday
        **iii.** 2 doses of MMR
        **iv.** 2 doses of Varicella or documentation of chicken pox disease
        **v.** 3 doses of Hepatitis B
        **vi.** 1 dose of Tetanus-diphtheria-acellular pertussis (Tdap) ***7th grade.***
2. **Upon initial admission or entry from one attendance zone to another** in Gadsden County Public Schools, evidence of residence must be presented to the receiving school. All addresses are subject to verification. The following documents shall be required:
    a. Owned Residence
        i. Copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption
        ii. Copy of a current electric bill or initial order for service dated within 60 days of admission
        iii. One of the following current documents:
            1. Auto registration
            2. Valid driver's license or Florida ID
            3. Voter's registration
    b. Rented or Leased Residence
        i. Copy of current lease, rental agreement, or a notarized letter from the landlord
        ii. Copy of a current electric bill or initial order for service dated within 60 days of admission

iii. One of the following current documents:
    1. Auto registration
    2. Valid driver's license or Florida ID
    3. Voter's registration

iv. Non-primary owner or renter (families living with families)
    1. Verification of Residency Form must be completed by the primary and non-primary owner or renter. **This form is valid for one school year only.**

v. *If applicable*, legal documents, i.e. a copy of a current judgement of divorce (Dissolution of Marriage) or other court order establishing the right of custody should be presented at the time of enrollment.

## B. ENROLLMENT GUIDELINES

A minor child's residence is that of the child's parent or parents. A child residing in Gadsden County, Florida must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by the School Choice Office, ESE school assignment, appropriate district level administrator, disciplinary assignment under the Student Code of Conduct, assignment by the School Board "in lieu of expulsion, or a "no contact order" entered by a court of competent jurisdiction.

### 1. GRADE PLACEMENT

The grade placement of students transferring into Gadsden County Schools will be contingent upon verification of records. Grade placement and/or grades shall be granted at face value when submitted on an official transcript. An official transcript is a document on school letterhead and/or embossed with the school seal. It shall be sent by mail or electronically and include the signature of a school administrator of the school where the grade/credit was earned. It should clearly identify the school, the student, course number, date the course was taken, grade in each course, and for grades 6-12, credit earned. An official transcript may be hand delivered if it is in a sealed and embossed envelope (1003.25(3) F.S.; 6A-109941 FAC).

a. **TRANSFER OF CREDITS without and Official Transcript**

Students transferring into the Gadsden County Public Schools without an official transcript will be required to validate their current course or grade placement within the first forty-five days of enrollment and to complete appropriate subject or grade level examinations successfully. The final determination for course placement or grades will be based primarily on classroom performance and not on any single test score. The receiving school principal/designee may utilize appropriate achievement data from grade level/subject tests such as teacher-made or final quarterly exams, a minimum grade equivalent score on a district approved reading assessments and/or district approved math assessment, portfolio evaluation by the Superintendent or

designee, and/or appropriate end-of–course exams to determine grades for course credit or promotional purposes. Students must be provided at least forty-five (45) days from the date of transfer to prepare for assessments outlined in this paragraph per F.S. § 1003.4156(3)).

b. **TRANSFERS OF CREDITS FROM HOME EDUCATION/PRIVATE SCHOOL**

When a student who meets legal age requirements transfers from a home education or private school, the principal is responsible for appropriate grade level/program placement based on an official transcript. Placement in the same grade as that recommended by the former school is not automatic. Placement shall be based on placement tests, age, and previous school records.

Grade placement of students transferring from home education will be. determined by age, portfolio, annual evaluation, and other pertinent material furnished through the home education program.

c. **TRANSFERS FROM OUT OF COUNTRY**

The grade placement shall be age appropriate for English Language Learner (ELL)/ Limited English Proficient (LEP) students.

When a student enrolls from a foreign country and provides academic records indicating that the student has completed a course with a passing grade, the student should receive that credit/grade. If the student is transferring from a foreign country and studied his/her native language in the equivalent grades of middle or high school, enter each year of this language study as M/J Language Arts 1, 2, 3. For example, if the student took two years of Italian, enter the appropriate M/J Language Arts course number. If the transcript shows that the student successfully completed an English course in his/her country, credit will be given for world language (FLDOE SALA office).

**Note:** The State Board Rule on the State Uniform Transfer of Students in the Middle Grades was established to determine uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's Public Schools composed of middle grades 6, 7, and 8 (6A-1.09942 F.A.C.). Grades/ Courses 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.

## II. MIDDLE SCHOOL INSTRUCTION

In the event of an individual, classroom, school-wide, or district crisis need, Gadsden Innovative Instructional Plan (Remote Learning) will act as the default instructional platform.

### A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS

1. **Student Performance**: Gadsden County Public Schools provides instruction in all required course standards and has instructional frameworks aligned to the course

standards in the areas of English language arts, mathematics, science, and social studies. Teachers instruct utilizing the instructional frameworks as a guide for sequencing standards-based instruction. A school wide system of progress monitoring is utilized to support students with identified deficiencies. Student progression is based upon mastering the standards in each course as evidenced by student grades on the student's report card as well as formative data obtained from progress monitoring and summative data obtained from a student's performance on the statewide, standardized assessment program.

a. For grades and subjects in which no current state assessments are administered, the school district must establish and assess expected levels of performance for student progression using district-selected assessments such as students' class work; observations; class, school, district, and/or state assessments; or other relevant information.

b. It is the responsibility of the classroom teacher to screen, instruct, assess, and monitor the progress of student proficiency on Florida's B.E.S.T. Standards. Each teacher shall develop daily lesson plans for all subjects taught. Plans should reflect the teaching of Florida's B.E.S.T. Standards for grades 6-8, including English Language Learners' and Exceptional Education Student modifications, when necessary. The principal or principal designee shall check lesson plans regularly. Standards will be consistently taught and assessed throughout the year. Assessment of proficiency will be based on Florida's B.E.S.T. Standards, supplemental materials, student work samples, observation of the student's performance, and teacher assessment.

c. Each middle school shall regularly assess the reading ability of each 6-8 student. (See K-12 Comprehensive Reading Plan: Curriculum Decision Tree recommendations). State and district diagnostic assessment tools will be used to identify a student's area of academic need. It is the responsibility of the classroom teacher to screen all Gadsden County Public Schools' students within 30 school days of entry.

d. The district's comprehensive program for student progression uses assessment data, including universal screening and ongoing progress monitoring, to evaluate the effectiveness of instruction, identify students needing more intensive instructional support, and monitor each student's response to implemented interventions. Students who do not meet grade level expectations receive increasingly intense intervention services. The areas of academic need and intervention strategies are defined through a problem-solving/Multi-Tiered System of Supports (MTSS) process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students are matched to strategic and intensive interventions based on data from multiple assessment sources. Student progression decisions consider the effectiveness

of core instruction and the student's response to evidence- based interventions. Interventions for academic and/or behavioral deficiencies will be provided through the Gadsden County Public Schools Multi-Tiered System of Supports (MTSS) process.

Parents may not refuse remedial/intervention services. A school district has the authority and responsibility to design the student's course of study. It is the school that is held accountable for the student's progress.

e. As required by Florida Statute 1001.42 (18) (b) A school that serves any students in kindergarten through grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in school or out of school.
- Course failure in English Language Arts or mathematics during any grading period.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

When a student exhibit two (2) or more early warning indicators as required by law, a school-based team, in consultation with the student's parent, shall determine appropriative intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multi-disciplinary team.

f. Student satisfactory achievement is defined by Gadsden County Public Schools as the on-going demonstration and application of Florida Standards/Next Generation Sunshine State Standards. Satisfactory achievement on statewide, standardized assessment is defined as scoring at level 3 or above. Each student must participate in assessments as required by Florida Statutes 1008.25.

g. Students must demonstrate a satisfactory level of achievement in English language arts, mathematics, science, and social studies at each grade level as determined by state/district levels of achievement on state assessments and/or local levels of achievement on district assessments. The independent work of the student will be considered as a criterion in the student's placement decision.

h. All parents will be notified regularly of their child's achievement during the school year. Gadsden County Public Schools will report to the parent of each student the progress of the student toward achieving state and district expectations for satisfactory achievement in English language arts, mathematics, science, and social studies. 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. The final report card will indicate performance or non-

performance at grade level, acceptable or unacceptable behavior, attendance, and promotion or retention.

**NOTE:** The Gadsden County School District is committed to the academic, social, and ethical development of all scholars. We feel that academic dishonesty inhibits a scholar's achievement and compromises the trust between teacher and scholar, which is fundamental to the learning process. The academic integrity code communicates the meaning and importance of intellectual honesty to all scholars, articulates and supports the interest of the learning community in maintaining the highest standards of conduct in academic affairs. Our code identifies, sanctions, and educates those who fail to live up to the stated expectation of the Gadsden County School District regarding these standards.

An integral part of education is developing a sense of academic honesty and integrity. **Gadsden County School District has zero tolerance in regard to cheating/plagiarism, whether in the face to face or the remote environment.** If a student cheats or plagiarizes on any class work or assessment (tests/quizzes), that student will receive a zero and the classroom teacher will notify their parent/guardian. In addition, any student who assists another student in the act of cheating/plagiarizing will experience the same consequences. Students will have an opportunity to complete the assignment or take the assessment to assist the student in mastery of the content; however, their grade will remain a zero.

## B. PROGRAM OF STUDY

Students in grades 6 through 8 will receive a progressive course of instruction. Beginning with students entering grade 6 in the 2006 – 2007 school year, promotion from a school including grades 6, 7, 8 requires that the student must successfully complete academic courses as follows:

| Middle School Curriculum | |
|---|---|
| **Required Courses for 6-8** | **Middle School Credits** |
| Language Arts[1,2,3] | 3 |
| Mathematics[1,2,4] | 3 |
| Science[1,2] | 3 |
| Social Studies[1,2,5] | 3 |
| Physical Education[6,8] | 1.50 |
| Health[6,8] | 1.50 |
| Electives[7,8,9] | 3 |
| **Total Credits** | 18 |

[1] Any student who scores a level 3 or above on state required assessments in Reading and Math should be considered for placement in advanced coursework.
[2] Three middle school or higher courses are required in the curricular area.
[3] These courses shall emphasize literature, composition, and technical text.
[4] These courses may include M/J Mathematics 1 and 2, Pre-Algebra, Algebra I, Algebra I Hon., Geometry, and Geometry Hon. in the indicated sequence.
[5] These courses include World History, Civics, US History, Law Studies, or **high school courses designated as Social Studies electives in the Florida Course Code Directory when approved by**

**Academic Services** – one semester of which must include the study of state and federal government and civics education.

[6] Students should be enrolled in one semester of physical education and one semester of health education (which includes instruction on bullying prevention, character education, internet safety, mental and emotional health, substance use and abuse, and child trafficking prevention in grades 6-8; in addition, teen dating violence and abuse prevention should also be included in grades 7-8.

[7] All students in grades 6 – 8 who score Level 1 or 2 on state required Reading assessments must be enrolled in an intensive reading course or a reading intervention based on their state required Reading assessment reading level and fluency level as prescribed by the student reading placement requirements for GCPS.

[8] The required intensive reading course or reading intervention may take the place of an elective. Health or Physical Education (PE) shall be considered last when replacing an elective for an intensive course.

[9] All students in grades 6 – 8 who score Level 1 or 2 on state required Mathematics assessments must receive remediation the following year. The remediation may be integrated into a regular mathematics course if not provided in a separate intensive mathematics course.

**NOTE: Students will a Significant Cognitive Disability/Deficiency as determined by the IEP team should be scheduled into the appropriate ACCESS POINT Courses.**

Students not meeting grade level expectations receive increasingly intense instruction/intervention services to support student academic proficiency. Students will receive a Progress Monitoring Plan that identifies instruction/intervention support through a multi-tiered system of support (MTSS). Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency.

*Federally required student plans include the following:

a. Individual Education Plan (IEP): An IEP is defined as a written statement for each student with a disability that is developed, reviewed, and revised in accordance with Section 614(d) of the Individuals with Disabilities Education Act (2004). If the student's IEP does not address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan. (Example: A speech-only IEP which does not address the academic deficits would not suffice.)
b. For students with disabilities whose IEP team has determined that an alternate assessment is appropriate, an IEP, an individual progress monitoring plan, or a school-wide progress monitoring plan must be developed to address the deficits in reading, mathematics, science or writing on the Florida Standards Alternate Assessment (FSAA).
c. Section 504 Plan: A Section 504 Plan provides students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided to non-disabled peers by the provision of necessary accommodations based on the individual needs of the student. If the student demonstrates a deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide

progress monitoring system or an Individual Progress Monitoring Plan.

d. English Language Learners (ELL) Plan: The individual student ELL Plan provides documentation of ELL student status, assessment data, equal access, and programmatic assessment for correct placement. The documents are kept in a red folder in the student's permanent record file (6A-6.0901(6) FAC). The plan consists of three parts: Part A includes documentation of programmatic assessment and the eligibility assessment for entry and exit and annual evaluation; Part B includes the student schedule; Part C is used for post-reclassification monitoring of exited students. If the student's ELL Plan does not address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan.

The school must develop and implement the appropriate plan outlined above in consultation with the student's parent or guardian for each student who has been identified as not meeting district or state requirements for proficiency in reading, writing, science, and/or mathematics. School staff must use all available resources to achieve parent/guardian understanding and cooperation with the progress monitoring plan requirements. Additional diagnostic assessments must be administered to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Each school will develop programs or strategies to assist low performing students in meeting subject or promotional requirements through Safety Net programs.

School Safety Nets: Each school will offer safety nets or strategies to assist low performing students in meeting course or promotional requirements. Each school will develop Safety Net Programs to assist low performing students in achieving academic success. These may include but are not limited to the following:

a. Differentiated classroom instruction,
b. Before, during, and after-school tutoring,
c. Saturday School,
d. Computer-Assisted instruction,
e. Mentoring,
f. ESOL services,
g. Exceptional Student Education services,
h. Program designed by school administration and staff,
i. Florida Virtual School,
j. Drop-Out prevention programs.

NOTE: ELL students and students with disabilities shall not be excluded from appropriate safety nets available at their schools.

## III. MIDDLE SCHOOL PROMOTION REQUIREMENTS

### A. SUCCESSFUL COMPLETION OF COURSES

To be promoted within middle school at the end of a given year, a student must pass a

minimum number of core courses as indicated below:

| Middle School Promotion Requirements (Grades 6-8) | |
|---|---|
| **To Grade** | **Course Requirements** |
| **7** | Successfully complete three or more 6th grade core courses [1,2,3,4] |
| **8** | Successfully complete three or more 7th grade core courses and recover the core course not passed in 6th grade, if applicable [1,2,3,4] |
| **9** | Successfully complete all four 8th grade core courses and recover the core course not passed in 7th grade, if applicable [1,2,3,4] |

[1] Core courses are language arts, mathematics, science, and social studies.

[2] Teachers and administrators have an obligation to provide timely intervention so that students may recover courses (core or elective) during the academic year.

[3] One core course failed and not recovered during the academic year may be recovered during GCPS Summer Education Programs (if available) or during the summer through a private or out-of-county provider to meet course requirements for promotion.

[4] Students shall not repeat previously passed courses.

**NOTE: A student with a disability who has been grade-adjusted through the ESE Reevaluation Review Team shall be promoted based on the credits earned in the years completed during middle school. Promotion for these students is not dependent on credits for grades missed by the student due to the grade-adjustment.**

**NOTE:** ~~Beginning in the 2012-2013 school year students enrolled in Biology and Geometry are required to take the state EOC and the state EOC shall count as 30% of the final grade. In 2013-2014,~~ Middle school students are required to take the state EOC for Civics; it shall count as 30% of the final grade. Middle school students enrolled in Algebra 1, Geometry, U.S. History, or Biology are required to take the state EOC which shall count as 30% of the final grade. Students must pass the Algebra 1 EOC to graduate.

**NOTE:** A student with a disability, as defined in 1007.02 (2) F.S., for whom the Individual Education Plan Team determines that a state end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the state end-of-course assessment results waived for the purposes of determining the student's course grade and completing the requirements for middle grades promotion. This process cannot take place until AFTER the student has taken and failed the state EOC.

**NOTE:** Students must complete a Career and Education Planning course as defined in F.S. § 1003.4156. The planning course must be completed in grades 6, 7, or 8 and shall be integrated into a course approved by the Office of Academic Services. The Career and Education Planning course must result in a completed personalized academic and career plan.

*Students completing instruction through remote learning are subject to the same promotion requirements as students enrolled in face-to-face instruction.*

1. **PROMOTION TO HIGH SCHOOL**

Promotion of students from middle school to high school will be based on:

a. A minimum final grade of "D" in all 12 required core courses in the middle school required curriculum, and .

b. One of the three social studies courses must be Civics. There is a statewide, standardized end-of-course exam for Civics that must be taken and factored in as 30% of a student's course grade.

c. Eighth grade students must successfully complete 12 required core courses prior to the first day of the school year to be eligible for promotion to high school.

## B. CIVICS INSTRUCTION

If a student transfers into a Florida public school after the beginning of the second term of eighth grade, he or she is not required to meet the civics education requirement for promotion if the student's transcript documents passage of 1) three (3) courses in social studies and 2) two (2) year-long courses in social studies that include coverage of civics education. If this is not the case, the student must be immediately enrolled in civics, participate in the Civics EOC, and the results of the EOC must constitute 30% of the course grade. The school principal or designee shall determine whether the student who transfers to the middle grades school, and who has successfully completed a civics course at the previous school, must take the Civics EOC. [FS1008.22(3)]

## C. CAREER AND EDUCATION PLANNING COURSE

The Career and Education Planning Course is a required component of the Middle Grades Social Studies curriculum and will include online access to career planning options and tools. In grade 8, students will develop a personalized academic and career plan signed by the student, teacher, and parent/guardian. The plan will be reviewed and updated by the student and school counselor.

### D. MENTAL HEALTH

School districts must annually provide a minimum of five (5) hours of instruction to students in grades 6-12 related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse. Sections 1001.02 (2)(n), 1003.43(2). F.S. Rule 6A-1.094121. **Effective July 2019**

### E. REQUIRED PARENT MEETING

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

## IV. REQUIRED REMEDIATION IN READING AND MATHEMATICS

### A. INTENSIVE/INTEGRATED READING

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

### B. INTENSIVE/INTEGRATED MATHEMATICS

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

## V. GRADING SYSTEM

### A. TEACHER AUTHORITY

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

## B. SECONDARY GRADING GUIDELINES

The goal of Gadsden County School District is to move all students to academic success. This ensures high levels of learning for all students. For all students to learn, there are four essential components:

1. Highly effective core instruction
2. Systematic identification of each student's level of success during instruction
3. A multi-tiered system of supports to ensure that all students learn
4. Accurate and meaningful reporting of student achievement.

**Section 1. Initial Instruction:**

Teachers and students much have clear expectations of the course standards as defined in Florida's course descriptions located at http://www.fldoe.org/academics/courses/course-descriptions.stml.

- Learning targets are clearly articulated (e.g. posted on board, described in rubrics, listed on assignments)
- Instruction is scaffolded to develop learning to achieve the targeted outcomes at a proficient level
- Assignments and assessments are aligned with the Florida standards.

**Section 2. Assessment Types and Calculation Method:**

Teachers gather information for two distinct reasons: to make instructional decisions (diagnostic and formative assessment) and to communicate a summary of the student's achievement (summative assessment).

- It is the purpose and timing of the assignments that determine whether it is diagnostic, formative, or summative.
- When possible, the way students are formatively assessed should match the way they are summatively assessed. For example, if students are to give an extended oral presentation (summative assessment), it is appropriate that they first do smaller oral presentations (formative assessment).

***Diagnostic measures*** have two purposes.

- Screening assessments prior to instruction provide information on learner readiness.
- Diagnostic information can also be used during instruction to target areas of intervention.

***Formative measures*** involve ongoing assessment and grading feedback for the purpose of instructional decision-making and are vital to teaching and learning. Teachers must assess the learning of their students frequently to evaluate the

effectiveness of instruction and plan for future instruction. Formative data:

- Provide evidence on recent performance and patterns of learning.
- May be derived from pretests and other diagnostic tools.
- Respond accordingly to student learning needs, perhaps with an adjustment in instruction.
- Enable the teacher to determine if students are prepared for the summative.
- Enable students to do a self-evaluation of their own learning so they can identify areas of need and seek out assistance.
- Align with standards, summative assessments, and reinforce learning.

***Summative measures*** are essential to grading. Teachers use report card grades to share information with parents and students and to call attention to the needs of struggling students. Report card grades also play a role in higher education, career opportunities, promotion, and retention decisions and may be used to identify students for evaluation of special programs and services.

**Section 3. Assessment Guidelines, Grading Practices and Procedures:**

Evaluation of achievement will indicate progress toward the mastery of the Florida B.E.S.T. Standards. A student's grade should consist of multiple measures. The grades reflecting achievement in academic courses in grades 6-8 with numerical equivalents shall be as follows:

| Letter Grade | Percent | Grade Point | Rubric Description |
|---|---|---|---|
| A | 90-100 | 4.0 GPA | Outstanding Progress |
| B | 80-89 | 3.0 GPA | Above Average Progress |
| C | 70-79 | 2.0 GPA | Average Progress |
| D | 60-69 | 1.0 GPA | Lowest Acceptable Progress |
| F | 0-59 | 0.0 GPA | Failure |
| I | 0 | 0.0 GPA | Incomplete |
| N | | 0.0 GPA | No Grade |

The district's Uniform Guide for calculating students' grades each grading period (Grades 6-12) is indicated below.

| Grading Category | Numerical Weight | Description |
|---|---|---|
| Exams | 50% | Unit/Benchmark Tests<br>Midterm/Final Exams<br>Projects |
| Classwork | 10% | Science labs/lab reports<br>Independent Practice<br>Achieve3000 Articles<br>Instructional Practice |
| Quizzes | 25% | Teacher-created quizzes<br>ACT/SAT/CLT practice tests<br>Achieve Level Set |

| | | |
|---|---|---|
| | | Writing Assignments |
| Student Engagement | 10% | Small group participation<br>Reading & Notetaking<br>Class Discussions |
| Homework | 5% | Home Learning Activities |

- Multiple formative assessments in a 9-week period are recommended.
- Students may be reassessed to maximize opportunities for progress. When a student's score on a retake is less than the original score, the higher score should be used.
- Students and parents need timely and accurate feedback to effectively monitor learning progress.
- Best practice: Focus should be updated weekly (except in the case of unusual circumstances). Grades of "0" (zero) should not be entered in advance of assigning work to students.

- Students who are submitting late work (due to absence) should have one day, or one day for each day absent (whichever is greater), to submit work unless the teacher determines there are extenuating circumstances which necessitate an extension, or a school-wide policy exists that grants additional time.
- Nonacademic behavior (conduct and effort) should be reported separately from achievement grade.

***Homework Policy.*** Each school shall have a homework policy which ensures that students will have regular home assignments which reinforce and enhance student learning. Each school shall include its homework policy in the student handbook.

When developing the school-based policy consider these best practices:

- Homework should be an enriching experience with meaningful feedback given promptly. It is critical for students to also understand the purpose of their assignments and should not be used as a form of punishment or busy work.
- The purpose of homework is to develop intellectual discipline, establish good study habits, balance classroom workload, supplement and reinforce material covered in class, and serve as a link between home and school.
- Homework assignments should be at the instructional level that matches students' skills.

**Section 4. Intervention and Remediation:**

The focus of instruction should be getting students to achieve their full learning potential. When students demonstrate a lack of proficiency on standards, they must receive intervention(s), which may lead to assessment retakes or alternative assignments aligned to the non-proficient standards. Proficiency is defined by the state of Florida as 70% or higher.

When considering the need for intervention and/or remediation, there are several factors that impact educational outcomes and student performance. The PAIR process is a problem-solving method used to determine student needs and assist teachers to align intervention and remediation methods appropriately.

***PAIR Process:***

1. Problem Identification (What is the Problem?)
    - Teacher analyzes formative assessments to identify weaknesses in performance due to student readiness or instructional alignment.
2. Analyze the Problem (Why is it occurring?)
    - These factors include: *Instruction*: (how content is presented including types of materials, grouping, etc.) *Curriculum*: (content that is taught including scope and sequence); Environment: (where the student sits, physical arrangement of the room, lighting, noise, etc.) *Learner*: (the actual student)
    - Considering the factors will help teachers to determine likely causes of the problem and to choose the appropriate intervention method.

3. Intervention Design and Implementation (What do we do about it?)
   - Based on the pervasiveness of the problem, the student is given access to the appropriate intensity of intervention in addition to core instruction.
   - Teacher and student determine a plan for remediation.
   - Intervention may include but is not limited to reassessment, tutoring, or intervention support aligned to the non-proficient standards. Intervention does not necessitate retaking an assessment.
4. Response to Intervention (Is the plan working?)
   When student performance is still below proficiency after intervention, the teacher should repeat the PAIR process to identify another intervention method.

It is the ongoing responsibility of the teacher to identify, as soon as possible, to the principal and parents/guardians, those students who do not appear to be making satisfactory progress toward achieving grade level objectives. For these students, the teacher should develop a progress monitoring plan. When the progress monitoring plan is unsuccessful in meeting the student's needs, the student should be referred to the school's Multi-tiered Systems of Support Team (MTSS). This team will further analyze barriers to academic success, develop targeted interventions, monitor the student's response to interventions, and refer for evaluation if deemed appropriate.

## C. ASSIGNMENT OF FINAL GRADES

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

Final grades will be determined based on the following formulas:

| **Courses without a State EOC** |
|---|
| For a 1.0 credit course<br>(Q1 + Q2 + Q3 +Q4)/4 = Final Grade<br><br>For a 0.50 credit course<br>(Q1 + Q2)/2 = Final Grade |
| **Courses with a State EOC** |
| **For students for which the state End of Course Exam (EOC) will count as 30%** of the student's final grade, a final 1.0 credit grade will be awarded for the course based on the following formula:<br><br>((Q1 + Q2 + Q3 + Q4)/4 x .70)) + (state EOC x .3) = Final Grade |

**NOTE:** A student with a disability, as defined in F.S. § 1007.02, for whom the Individual Education Plan Team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end -of -course assessment results waived for the purposes of determining the student's course grade. The final grade will be based on the average of the 4 quarter grades.

DRAFT

## D. TEACHER COMMENTS

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

## E. FREQUENCY OF REPORT CARD DISTRIBUTION

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

## F. DANGER OF FAILURE

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

## G. PARENT/TEACHER CONFERENCES

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

## H. RETENTION DECISIONS & THE ROLE OF JUDGMENT

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

Students who do not satisfactorily achieve established performance standards for promotion will be assigned to the same grade for the next school year. Instruction will be provided to help these students make acceptable progress.

**Parent Notification**

1. A teacher shall send home a written scholarship warning/progress report that serves as written notification at no later than 10 days after the progress report for a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any subject. Scholarship warnings may be distributed through US Mail or email for parents. School staff should put forth their best effort to verbally communicate scholarship warnings to students and parents via phone, email, or other means to confirm receipt. Parents and guardians opting to have written communication must make the request in writing to the school principal or designee. The parents will be offered an opportunity for a conference with the teacher and/or principal/designee. ***A student***

***may not receive a grade of "F" if this procedure has not been followed.***

2. Schools are required to provide formal written notification of anticipated retention at the end of the first semester or any time thereafter that a student is in danger of failing a subject. Electronic communications do not meet this requirement. A student shall not be retained if this procedure is not followed, except third grade students who score a Level 1 on state required Reading assessments pursuant to 1008.25 F.S. In addition, for students with disabilities who have an IEP or Section 504 Plan, a meeting shall be scheduled to review the IEP or Section 504 Plan to consider the need for revision of support and/or services for the student.

**Parent Request for Retention**
A parent request for retention of a student who has met minimum promotional standards must be submitted in writing to the principal for review. The principal will determine grade placement for the next year based on teacher recommendation(s) and review of appropriate evaluations. If approved by the principal, this shall be considered a retention in the student's records. Written notification will be provided to the parent that the request for retention is approved for the school year indicated. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion/placement pursuant to F.S.1008.25(6).

I. RETENTION PROVISIONS FOR STUDENTS WITH DISABILITIES
   a. The teacher must document the implementation of identified accommodations/adaptations and intensive instruction/interventions as indicated in the student's IEP before assigning a failing grade to a student with a disability with an IEP.
   b. The teacher must document the implementation of identified accommodations on the Section 504 Plan and intensive instruction/interventions as indicated in the student's Progress Monitoring Plan (PMP) before assigning a failing grade to a student with a disability with a Section 504 Plan.
   c. The teacher must make the documentation of accommodations/adaptions and intensive instruction/interventions available when requested by the principal/designee prior to the end of the school year for any student with a disability receiving a failing grade

## VI. EXPECTED PERFORMANCE LEVELS

### A. CHART OF GRADE LEVEL PERFORMANCE LEVELS

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

| Grade | Reading | Mathematics | Science | Social Studies |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 6 | ≥ Level 2 Grade 6 FAST ELA or iReady 23–35 | ≥ Level 2 Grade 6 FAST Mathematics or iReady 20-35 | 60% or higher End-of-Year Assessment | 60% or higher End-of-Year Assessment |
| 7 | ≥ Level 2 Grade 7 FAST ELA or iReady 23–35 | ≥ Level 2 Grade 7 FAST Mathematics or iReady 20-35 | 60% or higher End-of-Year Assessment | ≥ Level 2 Civics EOC |
| 8 | ≥ Level 2 Grade 8 FAST ELA or iReady 23–35 | ≥ Level 2 Grade 8 FAST Mathematics or iReady 20-35 | ≥ Level 2 Grade 8 NGSS Science * | 60% or higher End-of-Year Assessment |

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

### B. STUDENTS WITH DISABILITIES

Students with disabilities are required to meet the same standards as non-disabled students unless they are taking access point classes and participating in Florida Standards Alternative Assessment as determined by the IEP Team and documented in the student's IEP.

## VII. RETENTION

### A. MORE THAN TWO FAILURES

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

### B. TWO FAILURES (GRADES 6 OR 7)

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

### C. ONE FAILURE

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

### D. PROMOTION TO GRADE 8 OR 9

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

**E. CONDITIONAL PROMOTION (GRADE 7 OR 8)**

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

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

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

**G. SUMMER SCHOOL IN OTHER DISTRICTS**

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

**H. OTHER REASONS**

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

## VIII. ACCELERATION POLICY

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

**Acceleration Options:**

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

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

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

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

**Credit Acceleration Program (CAP)** – 1003.4295, F.S. The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified score on the EOC. For 2020-2021, these courses include Algebra 1, Geometry, Biology, and United States History. The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in F.S. 1008.22(3)(c)(5) on the corresponding EOC. Students interested in this option should confer with their counselor. 1003.4295 F.S.

**The requirements and eligibility process is as follows:**

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.

- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- For the April testing date, the *Mastery Exam Request Form* **(Appendix H)** must be completed and received by school counselor no later than **February 1**.
- For the July testing date, the *Mastery Exam Request Form* **(Appendix H)** must be completed and received by the school counselor no later than **May 1**.
- For the September testing date, the *Mastery Exam Request Form* **(Appendix H)** must be completed and received by the counselor no later than **July 1**.
- For the December/January testing date, the *Mastery Exam Request Form* **(Appendix H)** must be completed and received by the counselor no later than **October 1**.
- As part of the Mastery Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes but is not limited to previous F.A.S.T. ~~or FSA~~ scores and grades in the most recent math or science course taken.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

**Multi-Age Gifted** – A district identified gifted or high achieving student may be placed with multi-age students (Grades 6-8) for the entire day to work on Advanced 6-8 coursework (which generally rotates on a three-year cycle). The program provides a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day. This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity.

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

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

**Criteria and Procedures**

| Criteria | Whole Grade Promotion | Mid-Year Promotion | *Subject Matter Acceleration | Virtual Instruction Higher Grade-Level Subjects | Gifted Multi-Age (3 year program) |
|---|---|---|---|---|---|
| **School Based, Parental and Teacher-Initiated Requests** | Request must be submitted in writing by the 1st day of the 4th quarter of the current school year using the *Request for Acceleration* form **(Appendix F)** | | Request must be submitted in writing prior to the end of the first nine weeks of the current school year using the *Request for Acceleration* form. **(Appendix F)** | | School-Based decision |
| **Assessment Results and Grades** | A recent FAST Level 5 in reading and mathematics on the PM 2.<br><br>Final grades in previous school year core course work (science, math, social studies, and English Language Arts) must reflect 90% or above.<br><br>Current core course work (science, math, social studies, and English Language Arts) must reflect 90% or above. | | A recent FAST Level 5 in reading or mathematics on PM 3 of the previous school year.<br><br>Final grades in previous school year core course being considered for acceleration must reflect 90% or above.<br><br>Current core course work being considered for acceleration must reflect 90% or above.<br><br>* See **Appendix E** for Fast-Track Advanced Math Placement Criteria | | District identified gifted students<br><br>Students with high academic achievement pending availability as determined by school staff<br><br>School-based matrix (See school counselor) |
| **Attendance** | No more than 5 absences in a period of 30 days or no more than 10 absences in a period of 90 calendar days | | | | |
| **Teacher Recommendation** | A written recommendation from the student's current grade level teachers for promotion requested | | | | |
| **School Counselor Recommendation** | A written recommendation from the student's current school counselor for promotion requested | | | | |
| **Principal Approval** | In accordance with state statute 1212.28(5) F.S. the principal of the school is the final authority in the placement of students in programs or classes | | | | |
| **District Approval** | If promotion involves change in schools, the Superintendent/Designee and principals of both schools must be involved in the decision process. | | | | |

## IX. PARENT NOTIFICATION

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

## X. PROGRESSION FOR ENGLISH LANGUAGE LEARNER/LIMITED ENGLISH PROFICIENT STUDENTS

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

As required by [F/S.1003.56}, the District School Board of Gadsden County will provide ELL/LEP students with comprehensive instruction that is equal in amount, sequence, and scope as that provided to no-ELL/LEP students. The district will enroll ELL/LEP students who are reading below grade level in English and who score Level 1 or Level 2 on FSA ELA in courses appropriate to their level of English proficiency and reading ability.

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

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

## XI. HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

### A. COURSES AVAILABLE

**High School Credit in Middle School**

In accordance with Florida statutes 1003.4156 F.S., 1008.22(3)(c)2.1 F.S., middle grades students must be enrolled appropriately in high school credit-earning courses. Courses will adhere to high school grading policy which may be found in the high school program section of the Student Progression Plan. Middle grades students earning high school credit shall simultaneously be credited with meeting the requirements for the appropriate corresponding pre-grade 9 courses. High school courses taken below grade 9 are included in a student's cumulative GPA and may be used to satisfy high school graduation requirements and Bright Futures award requirements.

### B. GRADE FORGIVENESS

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

only the "D" will be calculated in the GPA. If a student earns the same letter

grade twice for the same course, only ONE of the letter grades will be counted in the student's GPA calculation. In all cases of grade forgiveness, only new grades shall be used in GPA calculation.

### C. AWARDING OF CREDIT

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

## XII. TRANSFERS FROM OTHER SCHOOLS

### A. FOREIGN STUDENTS

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

### B. MILITARY CHILDREN

See **Appendix A** for Military Children

### C. HOME EDUCATION

Home Education [F.S.1002.41]

1. A "home education program" is the sequentially progressive instruction of a student directed by his or her parent to satisfy the attendance requirement of [F.S.1002.41, 1003.41, 1003.01(4), 1003.21(1), and 1002.01].
2. Parents must register home education students with the District School Board of Gadsden County within 30 days of the establishment of the home education program.
3. Parents must provide written notice of termination to the District School Board of Gadsden County within 30 days of the termination of a home education program.
4. Parents must maintain a portfolio of records, educational activities and materials. Portfolios available for the district school superintendent, or the district school superintendent's designee, upon 15 days written notice.

5. Parents shall provide for annual educational evaluations documenting that the student's educational progress is at a level commensurate with his or her ability.
6. A home education program shall be excluded from meeting the requirements of a school day.
7. Home education students may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school. Home education students participating in an extra-curricular activity may attend the specific course required for participation in the activity.

## D. VIRTUAL EDUCATION PROGRAMS

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

## E. FULL-TIME VIRTUAL STUDENT EDUCATION

FUEL EDUCATION, FLORIDA VIRTUAL SCHOOL (FLVS), & EDGENUITY are **full-time** online options for students in grades K-12. A parent must make a written request to the District School Board of Gadsden County Office of Virtual Learning for reassignment from the district school and meet eligibility requirements for the student to be admitted. Enrollment is typically allowed during the open enrollment periods prior to the beginning of the academic year and at midyear. These programs are completely Internet-based and serve students in grades K-12. Students with access to the Internet can complete their course work from any place, at any hour, and for as long as they choose. Students are responsible for completing their course assignments and submitting them via email to the teacher for feedback and grading. The

chart below will provide a description of the district's full-time virtual program and the eligibility criteria for entering a virtual learning program.

| PROGRAM NAME | K12 Virtual School and PAEC Virtual School Grades 6-8 |
|---|---|
| **PROGRAM DESCRIPTION** | • **Fuel Education, Edgenuity, and Florida Virtual School** are **Full-Time** district schools.<br>• **Fuel Education, Edgenuity, and Florida Virtual School** deliver online instruction through contracted Virtual Instruction Providers.<br>• **Fuel Education, Edgenuity, and Florida Virtual School** operate by **all** District guidelines, policies, and procedures.<br>• **Fuel Education, Edgenuity, and Florida Virtual School** follow the District's Student Progression Plan.<br>• **Fuel Education, Edgenuity, and Florida Virtual School** students are required to follow the District Attendance Policy.<br>• **Fuel Education, Edgenuity, and Florida Virtual School** follow the District school calendar.<br>• Parents must commit to spending at least 2-4 hours per day as a learning coach for their student(s).<br>• Parents and students must attend an orientation session and/or personal interview with the **Fuel Education, Edgenuity, and Florida Virtual School** Supervisor or designee prior to enrollment.<br>• Traditional middle school activities such as, but not limited to, a promotion ceremony, are not available for **Fuel Education, Edgenuity, and Florida Virtual School** students.<br>• Students are provided all required textbooks and necessary resources from the contracted Virtual Instruction Providers; all materials are shipped directly to the students' home from the provider.<br>• Virtual Instruction Providers post grades at the end of first (mid- year) and second (end of the year) semesters; students and instructional coaches (parent/guardian) can access academic grades/progress 7 days a week 24 hours a day through the student/parent/guardian accounts that are set up with the selected Virtual Instruction Provider. |
| **ELIGIBILITY CRITERIA** | • According to section 1002.455, Florida Statutes, students who want to enroll in **Fuel Education, Edgenuity, and Florida Virtual School** must meet at least **one** of the follow criteria specified:<br>• Spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the **preceding** October and February for purposes of the Florida Education Finance Program (FEFP) surveys.<br>• Is the dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders? Was enrolled during the prior school year in a school district virtual instruction program under Section 1002.45, a K-8 virtual school program under Section 1002.455, or a full-time Florida Virtual School Program under Section 1002.37(8)(a) of Florida Statutes.<br>• Has a sibling who is currently enrolled in the school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year. |

| | |
|---|---|
| **PROMOTION POLICY** | Middle school grade promotion requires students in grades 6, 7, and 8 must successfully complete the following academic courses:<br>• **6th Grade** – Language Arts, Math, Science, "Social Studies<br>• **7th Grade** - Language Arts, Math*, Science, Social Studies/Civics**<br>• **8th Grade** – Language Arts, Math*, Science, Social Studies/Career Education and Planning<br>*To earn high school credit for Algebra 1, eligible students must pass the EOC assessment.<br>Beginning with the 2012-2013 school year, to earn high school credit for Geometry, eligible students must pass the Geometry end of course (EOC) assessment. ** Beginning in the 2014-2015 school year, the Civics EOC will constitute 30% of the student's final course grade. The school principal or designee shall determine whether a student who transfers to the middle school, and who has successfully completed a civics course at the previous school, must take the Civics EOC. |
| **EXTRA-CURRICULAR ACTIVITIES** | **Fuel Education, Edgenuity, and Florida Virtual School** students in grades 6-8 may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school. |
| **STATE/LOCAL ASSESSMENTS REQUIRED** | 6-12 students take **all** required state (FAST, EOC, etc.) and district assessments identified on the District Assessment Calendar. |

## XIII. STUDENT RIGHTS FOR INSTRUCTION

### A. EQUAL ACCESS

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

### B. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

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

### C. APPROPRIATE USE OF PRIMARY LANGUAGE

No students will be denied appropriate use of his/her primary language [F.S.1003.56]. No national language minority or English Language Learner

student shall be subjected to any disciplinary action based on his/her use of a language other than English [FAC 6A-6.0908(3)].

**D. TEEN PARENT PROGRAM**

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

**E. DISCRIMINATION**

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

**F. GRIEVANCE PROCEDURES**

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

# HIGH SCHOOL STUDENT PROGRESSION

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."

Malcolm X

## HIGH SCHOOL (Grades 9 -12)

# I. ADMISSION AND ENROLLMENT

## A. ADMISSION

The following policies for admission to Gadsden County Schools are in effect for all students in Gadsden County.

**3. First Entry to Gadsden County Schools**

a. Evidence that the parent(s)/guardian(s) are legal residents of the school's attendance area or have district-approved registration through School Choice procedures.

b. Proof of date of birth for students (For acceptable alternates to birth certificates see Florida Statute 1003.21(4))

*Note: A homeless child, as defined by § 1003.02, Fla. Stat., shall be given a temporary exemption from this requirement for 30 school days.*

**c.** A valid Florida Certificate of Immunization from a health professional to include:

**i.** 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required)

**ii.** 3-5 doses of polio, final dose must be administered after 4th birthday

**iii.** 2 doses of MMR

**iv.** 2 doses of Varicella or documentation of chicken pox disease

**v.** 3 doses of Hepatitis B

**vi.** 1 dose of Tetanus-diphtheria-acellular pertussis (Tdap)

4. **Upon initial admission or entry from one attendance zone to another** in Gadsden County Public Schools, evidence of residence must be presented to the receiving school. All addresses are subject to verification. The following documents shall be required:

a. Owned Residence

i. Copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption

ii. Copy of a current electric bill or initial order for service dated within 60 days of admission

iii. One of the following current documents:

1. Auto registration
2. Valid driver's license or Florida ID
3. Voter's registration

b. Rented or Leased Residence

i. Copy of current lease, rental agreement, or a notarized letter from the landlord

ii. Copy of a current electric bill or initial order for service dated within 60 days of admission

iii. One of the following current documents:

1. Auto registration
2. Valid driver's license or Florida ID
3. Voter's registration

iv. Non-primary owner or renter (families living with families)
   **1.** Verification of Residency Form must be completed by the primary and non-primary owner or renter. **This form is valid for one school year only.**

v. *If applicable*, legal documents, i.e. a copy of a current judgement of divorce (Dissolution of Marriage) or other court order establishing the right of custody should be presented at the time of enrollment.

### B. ENROLLMENT GUIDELINES

A minor child's residence is that of the child's parent or parents. A child residing in Gadsden County, Florida must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by the School Choice Office, ESE school assignment, appropriate district level administrator, disciplinary assignment under the Student Code of Conduct, assignment by the School Board "in lieu of expulsion, or a "no contact order" entered by a court of competent jurisdiction.

## II. TRANSFER OF CREDITS AND PLACEMENT PROCEDURES

The State Board Rule on the State Uniform Transfer of High School Credits was established to determine uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's Public Schools (6A-1.09941 FAC).

### A. PROCEDURES FOR TRANSFER

All evidence of work or credits earned at another public school, community college, or university offered for acceptance shall be based on an official transcript authenticated by the principal (or designee). Grade placements and/or credits shall be granted at face value when submitted on an official transcript.

An **official transcript** is a document on school letterhead and/or embossed with the school seal. It shall be sent by mail or electronically and include the signature of a school administrator of the school where the credit was earned. It should clearly identify the school, the student, course number, date the course was taken, credit earned, and grade in each course. An official transcript may be hand delivered if it is in a sealed and embossed envelope (1003.25(3) F.S.; 6A-109941 FAC).

**Note:** Students entering school from a foreign nation or from a public, private or home school, and who are not able to provide a valid transcript or original report cards, will be required to validate their current course or grade

placement within the first forty-five days of enrollment and to complete appropriate subject or grade level examinations successfully. The final determination for grade placement or credits will be based primarily on classroom performance and not on any single test score. The receiving school principal may utilize appropriate achievement data from grade level/subject tests such as teacher-made exams, and/or minimum grade equivalent score on a district approved reading assessments and/or district approved math assessment, and/or appropriate end-of-course exams to determine grades for course credit or promotional purposes. To graduate, a student who enters high school having completed credits in another country and for which there is no documentation for these credits is required to have the same number of core course credits as any student at that grade level. For instance, a student entering in the 10th grade will need 3 credits in each of the four core subjects to graduate; while a student entering as a 12th grade student will only need 1 credit in each of the four core subjects to graduate. The core or grade placement is validated through satisfactory completion of academic work within a grading period; successful completion of appropriate subject or grade level examinations; and overall classroom performance (FLDOE SALA office).

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

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

## C. INSTITUTIONS WITH AUTOMATIC CREDIT APPROVAL FOR TRANSFER

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

- Southern Association of Colleges and Schools
- Middle States Association of Colleges and Schools
- New England Association of Colleges and Schools
- North Central Association of Colleges and Schools
- Northwest Association of Accredited Schools
- Western Association of Colleges and Schools
- Council of Bilingual Schools
- Episcopal Diocese of Florida
- Florida Coalition of Christian Private Schools
- Florida Conference of Seventh-day Adventist Schools
- Florida League of Christian Schools
- Lutheran Schools For Florida- Georgia District (FLGA-LCMS)
- National Council on Private School Accreditation (NCPSA) member agencies
- Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities
- Association of Christian School International
- Association of Christian Teachers and Schools, Assemblies of God
- Association of Independent Schools of Florida
- Association of Waldorf Schools of North America
- Christian Schools International
- Christian Schools of Florida
- Florida Catholic Conference
- Florida Association of Christian Colleges and Schools
- International Christian Accrediting Association
- Kentucky Nonpublic School Commission
- Montessori School Accreditation Commission
- National Independent Private School Association
- Florida Council on Independent Schools (FCIS)
- Florida Association of Christian Colleges and Schools (FACCS)

## D. TRANSFER FROM NON-ACCREDITED AND FOREIGN SCHOOLS

Credits from non-accredited schools, as well as foreign schools, will be evaluated on the basis of comparability to local courses in terms of course

length and content in some cases, communications with the previous school will be necessary and a translation of transcripts required. Students transferring from another country shall receive English credit Language Arts) for primary language study. English or a language other than the student's native language as it appears on a foreign transcript will be reflected as foreign language credit. Students transferring into a public school from non-accredited school or a foreign school must be placed at the appropriate sequential course level. For example, an 11th grade transfer student may validate his English I and II credits taken at the sending school with a 2.0 GPA in English III at the receiving school. Students who do not meet a 2.0 GPA, or choose not to continue to the next sequential level in a particular subject area (i.e., foreign languages), must have their credits validated using an approved alternative validation procedure (described below).

## E. TRANSFER FROM HOME SCHOOLS

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

## F. VALIDATION OF CREDIT

Work or credits from home schools, private schools, other than those accredited by agencies in (c) above, as well as tutorial agencies, and correspondence school programs, shall be validated by performance assessments conducted during the first grading period. If requested, home education students shall be provided up to ninety days to prepare for the required assessment(s). A transferring student shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. For students who do not meet this requirement, any of the following alternatives may be used by the district to validate credits:

- Portfolio evaluation by principal or designee
- Written recommendation by a Florida-certified teacher selected by the parent and approved by the principal.
- Demonstrated performance in courses taken through dual enrollment

or at other public or private accredited schools.

- Demonstrated proficiencies on nationally normed subject area assessments.
- Written review of the criteria utilized for a given subject provided by the former school.
- Demonstrated by 70% proficiency level on the end of course exam.

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

### G. TRANSFER FOR FOREIGN EXCHANGE STUDENTS

Foreign Exchange students who wish to enroll in a Gadsden County school must show proof of English Language proficiency in listening, speaking, reading, and writing prior to enrolling. Students who enroll in a Gadsden County school and who have been foreign exchange students (i.e., U.S. citizens who left the U.S.A. through a recognized program for one or more years) must present a valid transcript or original report card upon their registration in a Gadsden County School. All grades for these high school students will have the option to be converted to pass/fail. Special note: Acceptance of pass/fail would prohibit student eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement. Foreign exchange students from other countries (in an approved exchange program listed in the most current Council on Standards for International Education Travel [CSIET] Advisory List) upon leaving a Gadsden County school shall receive a valid transcript of their work while in the district. Students in their fourth year of high school, and who provide a valid transcript of their previous three years' work, shall be eligible for a Gadsden County diploma if they meet all requirements for graduation. In addition, the student must earn the required grade point average and pass the appropriate state test(s) required for graduation and have met the minimum state of Florida graduation credits.

### H. TRANSFER OF CREDIT: EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

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

## III. PROMOTION REQUIREMENTS AND GRADE LEVEL CLASSIFICATION

Unless otherwise noted, a student's graduation requirements are the requirements in effect the first year the student entered ninth grade.

## A. Number of Credits Required for Promotion

Students in grades 9-11 or in their first three years of high school shall be scheduled full-time into required academic courses each year to earn sufficient credits toward graduation. To be promoted within high school at the end of a given year, a student electing a 24-credit option or an 18-credit ACCEL option must earn the minimum number of credits as indicated below.

| To Grade | 24 Credit Options | 18 Credit ACCEL Option | Other |
|---|---|---|---|
| **10** | 5 credits, including 1 English or 1 mathematics | 5 credits, including 1 English or 1 mathematics | 1.00 GPA or above |
| **11** | 12 credits, including 2 English and any combination of 2 mathematics and/or science | 12 credits, including 2 English and any combination of 2 mathematics and/or science | 1.50 GPA or above |
| **12** | 18 credits, including 3 English and any combination of 4 mathematics and/or science | 12 credits, including 3 English and any combination of 4 mathematics and/or science | 1.75 GPA or above |

Mid-year promotion requirements must be submitted to Academic Services by February 15, and will only be considered for students who have been retained in high school and meet the promotional criteria for a higher grade level.

## B. State Scheduling Requirements

Pursuant to 1003.436 F.S., for the purposes of requirements for high school graduation, one credit is defined as a minimum of 135 hours (or 120 hours in a flexible/block schedule) of bona fide instruction in a designated course which contains student performance standards. Credit will also be awarded to students who demonstrate mastery of course content and student performance standards through alternative instructional delivery models such as performance-based instruction, extended school year programs, and flexible/block scheduling.

## C. High School Courses Taken in Middle School

Beginning with the 2007-2008 school year and thereafter, a middle school student who successfully completes a high school course in middle school in a district approved subject shall receive high school credit. Transfer students who received high school credit while in middle school shall be awarded credit without stipulations on subject or year taken.

### 1. Repeating a High School Course Taken in Middle School

High school students may earn credit toward graduation by repeating a course that is designated in the State Course Code Directory as a Level 2 high school course and that was previously completed at the middle school level with a final grade of "C," "D," or "F." (1003.428(4)(d) F.S.)

## D. Requirements for Promotion and Graduation at the High School Level

1. Students being promoted from high school shall also meet all requirements for graduation established by the Florida State Board of Education pursuant to their indicated programs of study and 1003.428(1)(2) F.S., 1003.43 F.S., 1003.429(1)(6) F.S., or 1008.25 F.S.
2. No high school students may be granted credit toward a standard high school diploma for enrollment in the following courses or programs:
   a. more than a total of nine (9) elective credits in remedial programs,
   b. more than three (3) credits in practical arts family and consumer science classes,
   c. more than (1) credit in exploratory career and technical courses,
   d. any level 1 courses unless the student's assessment shows a more rigorous course would not be appropriate (this need must be included in the student's IEP or performance plan, such as an Academic Performance Plan, and signed by principal, school counselor, student and parent).

### E. Promotion Requirements for Students with Disabilities with an IEP

Students with disabilities following the general education curriculum must meet the state or district levels of performance for student progression when provided all allowable accommodations/adaptions documented in the student's IEP and intensive instruction/intervention. All school instruction shall be standards based using the applicable state standards. GCPS must provide differentiated instruction to prepare students with disabilities to demonstrate proficiencies in the skill and competencies necessary for successful grade-to-grade progression and high school graduation.

## IV. PROGRAMS OF STUDY AND DIPLOMA OPTIONS

The district shall provide each student in Grade 9 and his or her parents with high school graduation options so that they may select the post-secondary education or career plan that best fits the student's needs (1003.429(1) F.S.). This selection is the exclusive right of the student and parents. Information is available in the School Counseling office.

### A. Standard Diploma Options

Florida Statute 1003.4282 provides the requirements for the Florida Standard Diploma. Gadsden County Public Schools presents students and their parents with the following options to earn a diploma:

- 24-credit standard program, *(see table)*
- 24-credit standard program, with Scholar Designation *(see table)*
- 24-credit standard program, with Merit Designation *(see table)*
- 18-credit ACCEL program. *(see table)*
- Career and Technical Education (CTE) Pathway *(see table)*

All the graduation pathways include opportunities to take rigorous academic courses to prepare students for their future academic and career choices.

All students, regardless of the graduation program, must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities

| 24 Credit Standard Diploma Option | | |
|---|---|---|
| | **Credits Required** | **Special Considerations** |
| **English** | 4 | English I, II, III, IV or equivalent AP or Dual Enrollment course |
| **Mathematics** | 4 | Must include:<br>1 credit - Algebra 1*<br>1 credit – Geometry* |
| **Science** | 3 | Must include:<br>1 credit – Biology* |
| **Social Studies** | 3 | Must include:<br>1 credit – World History<br>1 credit – US History*<br>0.5 credit – US Government<br>0.5 credit - Economics |
| **World Languages** | 2 | Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships |
| **Fine and Performing Arts, Speech and Debate or Practical Arts** | 1 | Eligible courses are specified in the Florida Course Code Directory |
| **Physical Education** | 1 | Must include the integration of Health |
| **Electives** | 8 | |
| **Total** | 24 | Must include 0.5 credit in Personal Financial Literacy |
| **Scholar Diploma Designation** | In addition to the requirements of F.S. 1003.4282, to earn the Scholar designation, as student must satisfy the following requirements:<br>➢ 1 credit in Algebra II or an equally rigorous course<br>➢ Pass the Geometry EOC<br>➢ 1 credit in Statistics or an equally rigorous mathematics course<br>➢ Pass the Biology I EOC<br>➢ 1 credit in Chemistry or Physics<br>➢ 1 credit in a course equally rigorous to Chemistry or Physics<br>➢ Pass the U.S. History EOC<br>➢ 2 credits in the same World Language<br>➢ 1 credit in AP, IB, AICE or a dual enrollment course<br>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology I or U.S. History course and the student takes the respective assessment and earns the minimum score to earn college credit. | |

| Merit Diploma Designation | In addition to the requirements of F.S. 1003.4282, to earn the Merit designation, as student must satisfy the following requirements:<br>➢ Attain one or more industry certifications from the list established under s. 1003.492, F.S. |
|---|---|
| * Students enrolled in Algebra 1, Geometry, Biology 1, and U.S. History must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade. | |

| ACCEL 18-Credit Diploma Option | | |
|---|---|---|
| | **Credits Required** | **Special Consideration** |
| **English** | 4 | English I, II, III, IV or equivalent AP or Dual Enrollment course |
| **Mathematics** | 4 | Must include:<br>1 credit - Algebra 1*<br>1 credit – Geometry* |
| **Science** | 3 | Must include:<br>1 credit – Biology* |
| **Social Studies** | 3 | Must include:<br>1 credit – World History<br>1 credit – US History*<br>0.5 credit – US Government<br>0.5 credit - Economics |
| **Fine and Performing Arts, Speech and Debate or Practical Arts** | 1 | Eligible courses are specified in the Florida Course Code Directory |
| **Electives** | 3 | |
| **Total** | 18 | Must include 0.5 credit in Personal Financial Literacy |
| * Students enrolled in Algebra 1, Geometry, Biology 1, and U.S. History must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade. | | |

| Career and Technical Education (CTE) Diploma Pathway | | |
|---|---|---|
| | **Credits** | **Special Consideration** |
| **English** | 4 | English I, II, III, IV or equivalent AP or Dual Enrollment course |
| **Mathematics** | 4 | Must include:<br>1 credit - Algebra 1*<br>1 credit – Geometry* |
| **Science** | 3 | Must include:<br>1 credit – Biology* |
| **Social Studies** | 3 | Must include:<br>1 credit – World History<br>1 credit – US History*<br>0.5 credit – US Government<br>0.5 credit - Economics |
| **CTE education** | 2 | The courses must result in a program completion and an industry certification. |
| **Work-based Learning Programs** | 2 | A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement. |
| **Total** | 18 | Must include 0.5 credit in Personal Financial Literacy |
| * Students enrolled in Algebra 1, Geometry, Biology 1, and U.S. History must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade. | | |

V.

## V. ALTERNATIVE EDUCATION OPTIONS

### A. DROPOUT PREVENTION PROGRAMS

Graduation requirements for students enrolled in dropout prevention programs are identical to the requirements for other students in grades 9-12. The exceptions are described below (see Performance- Based Diploma and Performance-Based Exit Option). Modifications in courses may take one or more of the following forms: the amount of in-class instruction required to earn a credit may be lengthened or shortened; alternative methods of assessing mastery of performance standards may be utilized in addition to meeting state required assessments.
**Students not eligible for military and NCAA**

### B. PERFORMANCE- BASED DIPLOMA PROGRA M

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

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

### C. PERFORMANCE- BASED EXIT OPTION PR OGRAM

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

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

Students participating in the Performance-Based Exit Option Program will be awarded a State of Florida High School Performance-Based Diploma issued by the district high school. Students participating in the Performance-Based Exit Option Program who are over-age for grade and classified as a ninth grader may be promoted to the 10th grade for the purpose of taking the grade 10 FAST FSA or EOC exams.

### D. HOME EDUCATION

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

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

## E. HOME EDUCATION STUDENTS AND HIGH SCHOOL GRADUATION

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

second semester of the 11th grade to meet all graduation requirements.

**F. VIRTUAL EDU CA TION PROGRAMS**

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

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

**G. VIRTUAL SCHOOLS**

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

6. Part-time virtual school enrollment does not grant a high school diploma.

## VI. ADDITIONAL SECONDARY AND POSTSECONDARY CREDIT-EARNING OPTIONS

### A. ADVANCED PLACEMENT ( F. S. 1007. 27)

Advanced Placement (AP) is the enrollment of an eligible secondary student in an Advanced Placement course as described by the College Board. State of Florida community colleges or universities may award credit for an AP course to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Colleges and universities accept an award AP credit based on the policies of the post-secondary school; graduates are responsible for confirming policies with their selected post-secondary school(s). Students enrolled in AP courses shall be exempt from the payment of any fees (F.S. 1007.27). Students enrolled in AP courses may take the AP exam. If a student chooses to take an AP exam without taking the course, he or she is responsible for the fee.

### B. DUAL ENROLLMENT

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

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

## C. THE CREDIT ACCELERATION PROGRAM (C AP)

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

## D. EARLY ADMISSION TO COLLEGES AND UNIVERSITIES

Early Admission is a form of dual enrollment through which eligible secondary students enroll full-time in a post-secondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students on Early Admission are registered with the college schedule at the high school. Early Admission to colleges and universities allows the student to enroll full time in a college or university following the completion of grade 11 provided the student has a weighted grade point average of 3.0 or above, is socially mature, has the joint approval of the high school principal and the college registrar, has the approval of his/her parents, and has the approval of the Superintendent and the District School Board of Gadsden County.

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

## E. NATIONALLY RECOGNIZED INDUSTRY CERT IFICATION

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

## F. CAREER AND TECHNICAL EDUCATION PROGRAM ARTICULATION

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

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

Each high school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program (CAP). Program specifics are available through the student's school counselor. Such placement shall be made after review and approval by the school principal (or designee) and school counselor. (F.S.1002.3105)

- **Whole-Grade Promotion:** Acceleration by whole grade promotion is the skipping of a grade level when the student has successfully earned **all** of the credits required to be promoted to the specific grade level. Credits required for specific grade promotions are listed in the Student Progression Plan.
- **Mid-Year Promotion:** Students who successfully complete all credits required by the beginning of semester 2 may be promoted to the next grade level. The credits and assessments required for specific grade promotion are listed in the Student Progression Plan.
- **Subject Matter Acceleration (Credit Acceleration Program– F.S.1003.4295):** The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified passing score on the EOC. These courses include Algebra 1, Geometry, Biology, and U.S. History and all other courses identified in state statutes.

The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score as defined in F.S.1008.22(3)(c)(5) on the corresponding EOC. Students and parents interested in this option should contact the school counselor.

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

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

## VIII. COURSE CREDIT (F.S.1003.436)

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

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

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

A course that has been used to substitute in one subject area may not be used to substitute for any other subject area. Course substitutions may not count toward state university system admissions requirements. The District School Board of Gadsden County curriculum and approved courses and programs are to be the means for granting credits. Some course substitutions are provided through the state statute as follows:

| Required Courses | Approved Substitutions |
|---|---|
| **1.0** HOPE (Health Opportunities through Physical Education | Participation in two (2) seasons of an interscholastic sport at the Junior Varsity (JV) and Varsity levels and a passing score of a "C" on a Personal Fitness Competency test.<br>**OR**<br>Completion of two (2) full years of JROTC with a grade of C or higher. |
| **1.0** Performing/Fine/Practical Arts | Completion of two (2) full years of JROTC with a grade of C or higher. |
| **Other Course(s) with Allowable Substitution** | **Approved Substitutions** |
| **1.0** Physical Science | Successful completion of the JROTC Naval Science Program (Naval Science 1, 2, 3) |

| | |
|---|---|
| **0.5** Physical Education | Successful completion of the Army JROTC Leadership Educational Training courses 1 and 2 |
| Foreign-born students entering high school with **1.0 – 4.0** credits in the study of English language | **1.0 – 4.0** credits for student's study of a foreign language (in this case, the foreign language is English for that student.) |
| **0.5** Credit / **1.0** Credit Performing/Fine/Practical Arts | Successful completion of any art form class that requires manual dexterity, or a course in speech and debate (F.S.1003.43) |
| Mathematics credit other than Algebra I or Geometry | 0200305 Computer Science Discoveries<br>0200315 Computer Science Principles<br>0200320 AP Computer Science A<br>0200325 AP Computer Science A Innovations<br>0200335 AP Computer Science Principles |
| Science Credit other than Biology | 0200800 IB Computer Science 1<br>0200810 IB Computer Science 2<br>0200820 IB Computer Science 3 |
| Substitutions listed in Annual DOE Course Code Directory | Successful completion of Career and Technical Education courses used as substitutes in Mathematics and Science (does not apply to scholar diploma) |

## C. NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY

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

## D. COURSE TITLES ON TRANSCRIPTS

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

## E. DETERMINATION OF MASTERY OF STUDENT PERFORMANCE

Student performance standards will be measured on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments, and traditional and alternative forms of assessment. A student will have demonstrated mastery of student performance standards for district-approved courses when through teacher observations, classroom

assignments, and examinations, it has been determined that a student has attained a passing score for the course. This score and the procedures to be used to determine semester and yearly averages will be in accordance with the procedures as outlined in this Student Progression Plan and End of Course Examinations as mandated by the state. Although course preparation is recommended, students are not required to take the course prior to taking an EOC examination. In the determination of mastery of student performance standards for high school credit, it is the intent of the District School Board of Gadsden County to utilize student performance standards which are clear and precise statements of what the learner is expected to do by the end of a prescribed learning period; reflective of the essential knowledge, skills, concepts, or behaviors contained in the state-approved course descriptions; and clearly communicated to all learners at the beginning of a course or unit of instruction.

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

English Language Learners (ELL)/Limited English Proficient (LEP) shall be given credit toward fulfilling graduation requirements in English for each basic ELL course completed satisfactorily. Credit shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily which was delivered using ELL strategies. ELL/LEP students shall be given either elective credit or reading credit depending upon course content and teacher compliance for basic ESOL courses and Developmental Language Arts through ELL as outlined in the DOE Course Code Directory. English Language Learners/Limited English Proficient (ELL/LEP students) may not receive a failing grade if instructional strategies, materials, and assessments have not been modified to meet their instructional needs. In addition, these modifications and strategies must be documented in teacher lesson plans. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are modifying instruction and assessment to provide comprehensive instruction to ELL/LEP students. The grade placement shall be age appropriate for students identified as ELL/LEP students who were born in a foreign country and are registering for the first time in Gadsden County Schools. Each school will offer instruction for ELL/LEP that complies with the 1990 LULAC/META Consent Decree and the District ELL/LEP Plan (approved by the District School Board of Gadsden County and the Florida Department of Education).

## G. VARIETY OF INSTRUCTIONAL TECHNIQUES AND INSTRUCTIONAL MEDIA

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

## IX. DROP/ADD TIMELINES, PROCEDURES, AND GRADING FOR DUAL ENROLLMENT AND VIRTUAL COURSES

### A. TIMELINE FOR DROPPING DUAL ENROLLMENT COURSES

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

### B. TIMELINE FOR DROPPING VIRTUAL SCHOOL COURSES

Fuel Education, Florida Virtual School, and Edgenuity have institutional drop/add procedures and timelines; however, all School Board of Gadsden County students who participate in virtual school must be enrolled for full school days in a District School Board of Gadsden County school and must comply with the timelines delineated by the School Board. While students await acceptance to a virtual education program, they must remain enrolled full-time in District School Board of Gadsden County schools. ***The "W/F" codes assigned by Fuel Education, Florida Virtual School, and Edgenuity will be treated as a grade of "F" on the student's transcript.***

### C. GRADE ASSIGNMENT FOR DROPPED COURSES

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

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

### D. ESE CONSIDERATIONS

A student may transfer from a regular education course into a one-credit ESE fundamental course prior to the beginning of the second semester to earn credit toward a special diploma. The grade in a regular education course may not equate to the same grade in an ESE fundamental course (special diploma) due to the differences in course expectations and performance standards. Consequently, it is the responsibility of the ESE teacher to assign a grade based on demonstrated mastery of fundamental standards for work completed before and after the course change. Exceptions to the above-mentioned timeline can be made based on the individual student needs as determined by the IEP team.

## X. READING REMEDIATION (F.S. 1003.428(2)(C))

Each year a student scores Level 1 OR Level 2 on THE 8th, 9th, or 10th grade state-level reading exam, the student must be enrolled in an and complete an intensive remedial course the following year or be placed in a content area course that includes remediation skills not acquired by the student. Students identified as having a deficiency in reading will undergo a series of diagnostic testing to determine the specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students will be placed according to the district K-12 Comprehensive Reading Plan. Schools shall also provide for the frequent progress monitoring of all Level 1 and FSA reading students' progress in meeting the desired levels of performance.

## XI. REMEDIATION

Schools are expected to provide, with school district assistance, a variety of strategies to meet the individual needs of students. These strategies may include but are not limited to extended school year, dropout prevention services, tutorial programs, exceptional student education, modified curriculum, reading instruction, after-school instruction and other extended day services, tutoring, mentoring class size reduction, and intensive skills development programs. For each year in which a student scores a Level 1 on the state- level Mathematics exam, the student must complete an intensive mathematics course the following year, which may be taught through applied, integrated, combined courses. Each year a student scores Level 1 or Level 2 on the Algebra I EOC assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation skills not acquired by the student.

The Individual Education Plan (IEP) will serve as the remediation plan for most ESE students. Remedial instruction provided during high school may not be counted in lieu of English and mathematics credits required for graduation. Beginning with the 2011-2012 school year, SB 1908 requires that a college readiness assessment (PERT, ACT, or SAT) shall be administered to all high school students prior to grade 12 with defined FAST FSA scores. The State Board of Education has established by rule the minimum test scores a student must achieve to demonstrate readiness. See Appendix J. Students achieving the minimum test scores, and enrolling in a community college within two years, will not be required to enroll in remediation courses. High schools must provide students in grade 12 who score below the minimum scores access to remedial instruction prior to graduation.

## XII. PROMOTION, RETENTION, AND PROMOTION WITH INSTRUCTIONAL SUPPORT

### A. PROMOTION NOTIFICATION OF PROGRESS

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

## B. PARENT NOTIFICATION OF POTENTIAL FAILURE

Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the district's identified minimum levels of performance in reading and mathematics and the student's results on each statewide assessment test to include those needed as graduation requirements. Evaluation of each student's progress will be based upon the student's classwork, observations, tests, district and state assessment and other relevant information. Teachers must contact parent(s) by phone call, email or letter any time during a grading period when it is apparent that the student may fail. Formal notification must include progress reports as well as letters, documented phone calls, report cards and parent conferences. Every effort will be made to provide communication in the child's/parent's home language, if feasible. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained. At the end of each semester, the parent or guardian of each student in grades 9, 10, 11, 12 who has an unweighted cumulative grade point average of less than 2.5 must be notified that the student is at risk of not meeting the requirements for graduation. School personnel should attempt to identify those students at each grade level in grades 9 through 12 who have attained a cumulative grade point average below the minimum grade point average required for graduation pursuant to F.S.1003.43(5)(e)2. Schools must further inform parents of provisions for assisting such students to achieve the required cumulative grade point average F.S. 1003.43(5)(e)2. Provisions may include but not be limited to:

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

## C. RETENTION FOR ELL/LEP

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

## XIII. REQUIREMENTS FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

### A. CAREER AND PROFESSIONAL ACADEMIES

Each high school offers options to students to enter a Career and Professional Education (CAPE) Academy. CAPE Academies are small, personalized career themed learning communities within a high school that offer a rigorous academic curriculum and career themed courses that lead to an industry certification. Industry certifications articulate to postsecondary level coursework and provide instruction to high skill, high wage and high demand careers. CAPE Academies have partnerships with post-secondary institutions, business and industry. The district will make available at least one Career and Professional Academy to students in each high school. All students will receive information on the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post-secondary educational institutions (F.S.1003.433).

### B. REQUIREMENTS FOR ENGLISH LANGUAGE LEARNER INSTRUCTION

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

### C. REQUIREMENTS FOR PARTICIPATION IN STATEWIDE ASSESSMENT

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

## XIV. COMMUNITY SERVICE

### A. REQUIREMENTS FOR CREDIT AND REPORTING

Students who enroll in and successfully complete 75 hours of non-paid voluntary community or school service work may earn one-half elective credit in Voluntary School/Community Service (course number 2104330) or one-half elective credit in Voluntary Public Service (course number 0500370). A total of one credit may be earned through community service. The grade awarded is "pass" (P). Students must complete a minimum of 75 hours of service to earn the one-half credit for either course. Credit may not be earned for service provided as a result of court action. The school principal or designee is responsible for pre- approving specific volunteer activities before the student begins any community service project for high school elective credit. Community service begins on the first day of school. For high school

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

## XV. STUDENT RIGHTS FOR INSTRUCTION

### A. STATEMENT OF NON - NON-DISCRIMINATION

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

### B. PROVISIONS FOR ENGLISH LANGUAGE LEARNERS ( ELL)

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

### C. EQUITY AND NON-DISCRIMINATION/ HARASSMENT POLICY

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

### D. PARTICIPATION IN RIGOROUS COURSEWORK

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

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

other final exam pertaining to the course.

**E. BOARD POLICY ON N ON- DISCRIMINATION**

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

**F. GRIEVANCE PROCEDURES**

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

## XVI. GRADING AND GRADE POINT AVERAGE ( GP A)

**A. QUALITY POINTS FOR GRADES ( F. S. 1003 . 43 7)**

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

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0

**B. QUALITY POINTS FOR HONORS, CTE, ADVAN CED PL A CE MENT, AND DUAL ENROLLMENT COURSES**

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

A = 5.0 B=4.0 C = 3.0 D = 2.0 F = 0

**C. COMPUTATION OF GR ADE POINT AVERAGE ( G PA)**

Grade Point Averages are computed as both weighted and unweighted for specific purposes related to athletic eligibility, graduation, class

ranking, scholarship opportunities, etc. The school counselors will share calculations with students as defined in the district's Guidance Department Handbook.

## D. GPA AND OTHER ELIGIBILITY REQUIREMENTS FOR INTERSCHOLASTIC ACTIVITIES ( F. S.1006 . 15 (2 ))

Interscholastic extracurricular activities are those organized student activities between, among, or within schools that are carried on outside the curriculum or regular course of study in school. These activities may involve displays of talent which include, but are not limited to, sports, speech debate, and fine arts interscholastic competitions or festivals, and career and technical student organization activities. To comply with the District School Board of Gadsden County and the Florida High School Athletic Association policies to be eligible to participate in interscholastic extracurricular student activities, a student must maintain an unweighted cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by F.S. 1006.43(1) at the conclusion of each semester to be eligible during the following semester.

- A student shall be eligible for the first semester of the ninth-grade year provided it is the student's first entry into the ninth grade, and he or she was regularly promoted from the eighth grade the immediate preceding year.
- A student who is ineligible during the second semester of his or her ninth grade year or during the first semester of his or her tenth grade year as a result of earning a GPA of less than 2.0 may regain eligibility for the following semester provided: The student signs an academic performance contract that states, at a minimum, the student will attend summer school or its equivalent, and the student earns a GPA of 2.0 or above in all courses taken during the semester of ineligibility.
- Once a student enters grade 11, he or she must have an unweighted cumulative GPA of 2.0 or greater on a 4.0 scale in all courses required for graduation at the conclusion of each semester to maintain eligibility for the following semester.

- A student must maintain satisfactory conduct. If a student is arrested and charged or is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student'S participation in the interscholastic extracurricular activities are contingent upon established and published school board policy.

### E. GRADUATION GPA ( F. S. 1007 . 27 ( 6 ) )

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

### F. LEVEL 1 COURSES AND GRADUATION CREDIT

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

## XVII. GRADING AND STUDENT PERFORMANCE

### A. TEACHER AUTHORITY AND RESPONSIBILITY FOR GRADES

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

### B. GRADING SCALE

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

:

| Letter Grade | Grade Range | Rubric Description |
|---|---|---|
| A | 90-100 | Outstanding Progress |
| B | 80-89 | Above Average Progress |
| C | 70-79 | Average Progress |
| D | 60-69 | Lowest Acceptable Progress |
| F | 59 and below | Failure |
| I | | Incomplete |

The district's Uniform Guide for calculating students' grades each grading period (Grades 6-12) is indicated below.

| Grading Category | Numerical Weight | Description |
|---|---|---|
| Exams | 50% | Unit/Benchmark Tests<br>Midterm/Final Exams<br>Projects |
| Classwork | 10% | Science labs/lab reports<br>Independent Practice<br>Achieve3000 Articles<br>Instructional Practice |
| Quizzes | 25% | Teacher-created quizzes<br>ACT/SAT/CLT practice tests<br>Achieve Level Set<br>Writing Assignments |
| Student Engagement | 10% | Small group participation<br>Reading & Notetaking<br>Class Discussions |
| Homework | 5% | Home Learning Activities |

- Multiple formative assessments in a 9-week period are recommended.
- Students may be reassessed to maximize opportunities for progress. When a student's score on a retake is less than the original score, the higher score should be used.
- Students and parents need timely and accurate feedback to effectively monitor learning progress.
- Best practice: Focus should be updated weekly (except in the case of unusual circumstances). Grades of "0" (zero) should not be entered in advance of assigning work to students.
- Students who are submitting late work (due to absence) should have one day, or one day for each day absent (whichever is greater), to submit work unless the teacher determines there are extenuating circumstances which necessitate an extension, or a school-wide policy exists that grants additional time.
- Nonacademic behavior (conduct and effort) should be reported separately from achievement grade.

QUARTERLY GRADES

Quarterly grades shall be computed based on daily course assignments and assessments.

**Parent Notification**

1. A teacher shall send home a written scholarship warning/progress report as written notification no later than 10 days after the progress report for a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any subject. Scholarship warnings may be distributed through US Mail or email to parents. School staff should put forth their best effort to verbally communicate scholarship warnings to students and parents via phone, email, or other means to confirm receipt. Parents and guardians opting to have written communication must make the request in writing to the school principal or designee. The parents will be offered an opportunity for a conference with the teacher and/or principal/designee. ***A student may not receive a grade of "F" if this procedure has not been followed.***

2. Schools are required to provide formal written notification of anticipated retention at the end of the first semester or any time thereafter that a student is in danger of failing a subject. Electronic communications do not meet this requirement. A student shall not be retained if this procedure is not followed, except third grade students who score a Level 1 on state required Reading assessments pursuant to 1008.25 F.S. In addition, for students with disabilities who have an IEP or Section 504 Plan, a meeting shall be scheduled to review the IEP or Section 504 Plan to consider the need for revision of support and/or services for the student.

3. RETENTION PROVISIONS FOR STUDENTS WITH DISABILITIES
   - The teacher must document the implementation of identified accommodations/adaptations and intensive instruction/interventions as indicated in the student's IEP before assigning a failing grade to a student with a disability with an IEP.
   - The teacher must document the implementation of identified accommodations on the Section 504 Plan and intensive instruction/interventions as indicated in the student's Progress Monitoring Plan (PMP) before assigning a failing grade to a student with a disability with a Section 504 Plan.
   - The teacher must make the documentation of accommodations/adaptions and intensive instruction/interventions available when requested by the principal/designee prior to the end of the school year for any student with a disability receiving a failing grade

## C. DETERMINATION OF FINAL COURSE GRADES

- For all year-long courses with a state required *End of Course (EOC) exam*, grades shall be calculated using the following formula: *[Q1 + Q2 + Q3 + Q4] (.70) + EOY/EOC (.30) = Course Grade.*
- Semester exams for year-long courses are required at the end of the first semester. The numerical score of the first semester exam shall be included in the overall calculation of the Q2 numerical grade.
- For any course in which the F.A.S.T. is administered (excluding statewide EOC assessments), a semester exam for both semester 1 and semester 2 is required. The following formula for these courses shall be used: *[Q1 + Q2] (.50) + [Q3 + Q4] (.50) = Course Grade.*
- Semester exams for courses in which the F.A.S.T. is administered (excluding statewide EOC assessments) shall be included in the overall calculation of the Q2 and Q4 numerical grade, respectively.
- For all semester-long courses, grades shall be calculated using the following formula: *Q1 (.35) + Q2 (.35) + EOY/EOC (.30) = Course Grade.*

## D. SEMESTER EXAMS FOR WEIGHTED COURSES

The purposes of giving the mid-term exams are to provide instruction and experience in preparing for and taking comprehensive, cumulative assessments; to prepare students for post-secondary college coursework; and to serve as a validation of mastery of the course content. The design of mid-term exams should provide an overview of the major course content and facilitate connections within and among key concepts and processes of the coursework, and is not limited to any one method. *All teachers are expected to give a mid-term exam.*

## E. FAILURE OF ONE SEMESTER OF ONE-CREDIT COURSE

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

## F. REPORTING OF GRADES AND ATTENDANCE

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

## G. GRADE CHALLENGE

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

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

## H. INCOMPLETE GRADE

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

## I. GRADE REPLACEMENT/ FORGIVENESS

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any grade for a completed course repeated for credit (regular school or adult education) will replace the former grade in GPA calculation; however, all course outcomes will still be documented in the cumulative record and automated system. Grade forgiveness for all required courses will be limited to replacing a final grade of "D" or "F" with a final grade of "C" or higher earned subsequently in the same or comparable course. An exception to this will be made for grade 9 students who are retaking Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Spanish 1, or Spanish 2, to replace a grade of "C", "D" or "F" earned in the high school course attempted at the middle grades level. Grade forgiveness for elective courses shall be limited to replacing a final grade of "D", or "F" with a final grade of "C" or higher earned subsequently by retaking the same or comparable course or another course. In addition, all courses taken must be included in the GPA calculation unless the grade was forgiven by retake

[F.S. 1003.43(5)(e). Under local district policy, if upon retaking a course, improves an "F" with a "D", only the "D" will be calculated in the GPA. If, upon retaking a course, a student earns a second "D", only ONE "D" will be counted in the student's GPA.

## J. END- OF- COURSE EXAMINATION R ETAKES

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

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

If retaking the course, including the EOC assessment as 30%, or retaking the EOC assessment results in a final course average of "C" or above, then this grade replaces the "D" or "F" if it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA (F.S. 1003.428(4)(d): "In all cases of grade forgiveness, only the new grade shall be used in the calculation of student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation." Pass/fail grades will not be included in GPA calculation. If a student passes the EOC in the second year of its administration or thereafter, without taking the course and therefore earns the credit, the credit will meet the course graduation requirement but will not be included in the GPA calculation.

## K. REQUIRED INFORMATION FOR REPORT CARDS

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

## L. RECOGNITION OF GRADUATES

Graduates are recognized for high achievement as follows:

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

## M. REPORT CARD REQUIREMENTS AND DISTRIBUTIONS

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

## N. INSTRUCTIONANDATTENDANCEREQUIREMENTS FOR CREDIT EARNING

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

## O. EXCUSED ABSENCES

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

## P. MAKE- UP WORK FOLLOWING AN EXCUSED ABSENCE

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

## Q. TIMELINES FOR MAKE-UP WORK FOLLOWING AN EXCUSED ABSENCE

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

## R. UNEXCUSED ABSENCES

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

## S. ATTENDANCE AND ACADEMIC PERFORMANCE EXPECTATIONS/EXEMPTIONS ( F. S. 1003 . 33 )

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

### T. FULL- TIME STUDENTS

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

### U. ACCOMMODATIONS FOR ELIGIBLE STUDENTS

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

### V. STUDENT RE- ENROLLMENT

A student eighteen years of age or older who has interrupted his or her education and who subsequently desires to enter the District School Board of Gadsden County may enroll either in the adult day school or an adult evening school. A student who did not complete 10 semesters may re-enroll, if they are younger than 20 years old (younger than 22, if ESE). Semesters begin when the student first enrolls in ninth grade in any public or private school. Students may not enroll in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday. For students with disabilities who have not graduated with a standard diploma, the district will provide services until the end of the school year in which the student turns 22 years old. The Superintendent or designee is authorized to assign a student to any program or school as deemed to be in the best interest of the student or school district.

## XVIII. DIPLOMAS AND CERTIFICATE OF COMPLETION OPTIONS

### A. STANDARD DIPLOMA

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

### ~~B. CERTIFICATE OF CO MPLETION~~

~~**Option 1:**~~

~~Students may earn a Certificate of Completion if they earn the state and district prescribed credits, BUT have not attained the required GPA, or have NOT earned passing scores (as defined by the State of Florida) on the FSA reading and math or scores required on other assessments that are approved by the State of Florida. [F.S. 1008.22] if they meet all requirements for a standard high school diploma except earning a passing score on the Grade 10 FAST PM 3 FSA.~~

~~C. SPECIAL DIPLOMA/SPECIAL CERTIFICATE OF COMPLETIONS~~

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

## D. GRADUATION PLAN

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

~~E. CERTIFICATE OF COMPLETION AND COMMENCEMENT~~

~~Students who earn a certificate of completion may participate in commencement with written permission of their parent or guardian indicating full understanding that a certificate of completion is not a high school diploma.~~

DRAFT

# K-12
# Exceptional Student Education



## INDIVIDUALS WITH DISABILITIES EDUCATION ACT, 2004 (IDEA)

Placement in an Exceptional Student Education (ESE) program is in accordance with Federal Law, IDEA 2004, Florida Statute 1003.57, and local rules and procedures reflected in the Gadsden County Exceptional Student Education Policies and Procedures. Programs are provided for the following exceptionalities:

**Autism Spectrum Disorder (ASD)**
A range of pervasive developmental disorders that adversely affects a student's functioning and results in the need for specially designed instruction and related services. Autism Spectrum Disorder is characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.

**Deaf/Hard of Hearing (DHH)**
A hearing loss aided or unaided, that impacts the processing of linguistic information and which adversely affects performance in the educational environment. The degree of loss may range from mild to profound.

**Developmentally Delayed (DD)**
A child who is developmentally delayed is three (3) through years (9) years of age and is delayed in one (1) or more of the following areas:
a) Adaptive or self-help development,
b) Cognitive development,
c) Communication development,
d) Social or emotional development,
e) Physical development including fine, or gross, or perceptual motor.

**Dual Sensory Impaired (DSI)**
Affecting both vision and hearing, the combination of which causes a serious impairment in the abilities to acquire information, communicate, or function within the environment, or who has a degenerative condition which will lead to such an impairment.

**Emotional/Behavioral Disability**
Persistent (is not sufficiently responsive to implemented evidence-based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity.

**Hospital/Homebound**
A student who has a medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem and that confines the student to home or hospital and restricts activities for an extended period of time.

**Intellectual Disability**

Significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. Developmental period refers to birth to eighteen (18) years of age.

**Language Impaired (LI)**

Disorders of language that interfere with communication, adversely affect performance and/or functioning in the student's typical learning environment, and result in the need for exceptional student education. One or more of the basic learning processes involved in understanding or in using spoken or written language. These include:

a) Phonology – Phonology is defined as the sound system of a language and the linguistic conventions of a language that guide the sound selection and sound combinations used to convey meaning
b) Morphology – Morphology is defined as the system that governs the internal structure of words and the construction of word forms;
c) Syntax – Syntax is defined as the system governing the order and combination of words to form sentences, and the relationships among the elements within a sentence;
d) Semantics – Semantics is defined as the system that governs the meanings of words and sentences; and
e) Pragmatics – Pragmatics is defined as the system that combines language components in functional and socially appropriate communication.

The language impairment may manifest in significant difficulties affecting listening comprehension, oral expression, social interaction, reading, writing, or spelling. A language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

**Other Health Impaired (OHI)**

Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems.

**Orthopedically Impairment (OI)**

A severe skeletal, muscular, or neuromuscular impairment. The term includes impairments resulting from congenital anomalies (e.g., including but not limited to skeletal deformity or spina bifida), and impairments resulting from other causes (e.g., including but not limited to cerebral palsy or amputations).

**Specific Learning Disabilities (SLD)**

A disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, limited English proficiency, or environmental, cultural, or economic factors.

**Speech Impairment (SI)**

A phonological or articulation disorder that is evidenced by the atypical production of speech sounds characterized by substitutions, distortions, additions, or omissions that interfere with intelligibility. Not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited

English proficiency.

**Traumatic Brain Injury**
An acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to mild, moderate, or severe, open or closed head injuries resulting in impairments in one (1) or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, or speech. The term includes anoxia due to trauma. The term does not include brain injuries that are congenital, degenerative, or induced by birth trauma.

**Visually Impairment (VI)**
Have no vision or little potential for using vision; students who have low vision; students who have a visual impairment after best correction that adversely affects their educational performance; or students who have been diagnosed with a progressive condition that will most likely result in a visual impairment or no vision after best correction.

**Students receiving services under the program of Gifted fall under Exceptional Student Education, this section does not apply to those students unless they are also served in one of the other ESE programs or have a Section 504 Plan.*

**Gifted Education**
Superior intellectual development and are capable of high performance.

## SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABLITIES ACT AMENDMENTMENT OF 2008

A student may be considered a student with a disability if the student has a mental or physical impairment that substantially limits a major life function. Students who are not eligible under the Individuals with Disabilities Education Act (IDEA) may be eligible for services and protection including educational accommodations under Section 504 of the Rehabilitation Act of 1973.

## INSTRUCTION FOR STUDENTS WITH DISABILITIES

It is the responsibility of each student's IEP (Individual Education Plan) or Section 504 team to ensure that all students with disabilities have the right to FAPE (Free Appropriate Education) and are afforded the opportunity to participate in the general education curriculum aligned with state standards and career/technical courses/experiences as well as social and extracurricular activities as appropriate. IEP progress reports should be provided to parents quarterly.

It is the expectation that all students with disabilities will

- Participate in courses at their grade level and work toward mastery of those standards assigned to the course.
- In accordance with Federal and State legislation each student with disabilities will participate in educational activities in the Least Restrictive Environment (LRE) with

appropriate support and accommodations as prescribed by the IEP Team.

- Students with disabilities will be progress monitored regarding progress toward state standards as well as IEP goals; the strategies and services will be adjusted as needed.

## INSTRUCTIONAL ACCOMMODATIONS

According to state rule 6A-6.03411(1)(a), Accommodations are changes that are made in how the student access information and demonstrates performance. Students use accommodations to increase, maintain or improve academic performance. Each Individual Education Plan (IEP) list accommodations that the student must have to achieve a Free and Appropriate Public Education (FAPE). These accommodations may fall into the following categories:

- Flexible Presentation
- Flexible Responding
- Flexible Scheduling
- Flexible Setting

However, accommodations are based on individual needs and are not limited to these categories as part of the student's daily instruction.

The Section 504 Plan must list accommodations that the student needs in order to access the curriculum and learning environment.

The IEP Team, specifically, the ESE Teacher, must provide all general education teachers a copy of the student's accommodations. It is the responsibility of each teacher (General Education and ESE) to be knowledgeable of each student with a disability and provide the accommodations specified in the IEP or Section 504 Plan as a part of daily instruction. If additional accommodations are recommended or no longer needed, it is the responsibility of the IEP or Section 504 Team of which the parent is included) to convene and amend the document. Each school should have an Administrative Designee/LEA (Local Education Agency) Representative responsible for oversight and fidelity of IDEA and Section 504. The designee will be responsible for ensuring IDEA compliance and serve as the liaison between teachers, parents and students.

* Teachers and IEP/504 Service Providers are required to maintain daily documentation of accommodations provided to students. (Appendices: IEP Accommodation Checklist)

## ACCESS POINTS COURSES

Access Points-Alternate Academic Achievement Standards (AP-AAAS) aligned to the Florida Standards, Next Generation Sunshine State Standards (NGSSS) and/or Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Access points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

Students entering 9th grade must be enrolled and receive instruction in all general education core courses unless the IEP team determines that the student has a significant cognitive disability, and

that Access Points are the most appropriate way for the student to access the curriculum.

Access Points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations for students with significant cognitive disabilities. The Access Points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities. A student may be enrolled in an access course but receive instruction in a general education class. ***Parents must give signed consent in order for students to participate in Access Points courses, and this course of study must be designated on the IEP.*** Teachers must provide instruction utilizing a curriculum aligned with Access Points.

Access courses are based on Access Points, as approved by the State Board of Education and are described in the *Course Code Directory and Instructional Personnel Assignments*. Access Points in the subject areas of ELA, Math, Science, Social studies, Art, Dance, Physical Education, Theatre, and Health provide tiered access to the general curriculum through three levels of Access Points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Students with disabilities who are following the high school graduation option outlined in 1003.4282(11)(b)1., F.S. (the IEP team has determined Florida Standards Alternate Assessment is the most appropriate measure of the student's skills), may substitute an eligible secondary CTE course for English IV; for one math, with the exception of Algebra I or Geometry; for one science, with the exception of Biology; and for one social studies, with the exception of U.S. History. Any CTE course that has content related to the course for which it is substituting may be used.

Information on CTE courses is available at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu. There are also Exceptional Student Education (ESE) CTE courses with related content that can substitute for these courses. These substitutions are permitted by Rule 6A-1.09963(3)(a), F.A.C. Districts may use course standards to determine suitable substitutions. Many CTE curriculum frameworks (available at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu) contain academic alignment tables, noting the percentage of standards CTE courses have in common with science, mathematics and English/language arts courses.

Additional resources to use in determining suitable substitutions include:

- Course Code Directory (CCD) & Instructional Assignments, http://www.fldoe.org/policy/articulation/ccd/
- CPALMS, http://www.cpalms.org/

Section 1003.4282(4), F.S., requires that at least one course within the 24 credits required be completed through online learning. However, it also states that this requirement does not apply to a student for whom the IEP team has determined that an online course would be inappropriate. Because many students with disabilities will be accessing online instruction in a postsecondary or employment setting, it is critical that efforts be made to support the participation of students in an online course. IEP teams should consider what supports, services, accessible instructional materials (AIMs), assistive technologies, and accommodations the student will need to be able to participate and progress in an online learning environment, and also consider whether the student

will need time to become proficient in using these tools.

## ASSESSMENT – STUDENTS WITH DISABILITIES

Students with disabilities will participate in appropriate class, district, and state assessments. Decisions will be made by the IEP Team, with parents as participating members, and will be indicated on the IEP. The decision that a student with a significant cognitive disability will participate in the Florida Standards Alternate Assessment is made by the IEP team and recorded on the IEP.

The parent must consent in writing for the student's participation in the Florida standards Alternate Assessment, and the following criteria must be met:

The student must receive exceptional student education (ESE) services as identified through a current IEP and be enrolled in the appropriate and aligned courses using alternate achievement standards for two consecutive full-time equivalent reporting periods prior to the assessment (Rule 6A-1.0943(5)(c)1., F.A.C.)

- The student must be receiving specially designed instruction, which provides unique instruction and intervention supports that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and is exhibiting very limited to no progress in the general education curriculum standards (Rule 6A-1.0943(5)(c)2., F.A.C.)
- The student must be receiving support through systematic, explicit and interactive small group instruction focused on foundational skills in addition to instruction in the general education curriculum standards (Rule 6A-1.0943(5)(c)3., F.A.C.)
- Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modification to the grade-level general education curriculum standards (Rule 6A-1.0943(5)(c)4., F.A.C.)
- Even after documented evidence of accessing a variety of supplementary instructional materials, does the student require modifications to the general education curriculum standards even after the student requires modifications to the general education curriculum standards (Rule 6A-1.0943(5)(c)5., F.A.C.)
- Even with documented evidence of the provision and use of assistive technology, the student requires modifications to the general education curriculum standards (Rule 6A-1.0943(5)(c)6., F.A.C.)
- The student requires direct instruction in academic areas of English Language Arts, Math, Social Studies and Science based on access points. Even with direct instruction in all core academic areas (i.e., English language arts, mathematics, social studies, and science), the student is exhibiting limited or no progress on the general education curriculum standards and requires modifications (Rule 6A-1.0943(5)(c)7., F.A.C.)

## EXCLUSIONARY CRITERIA

### 6A-1.0943(5)(d)1., F.A.C.

A student is not eligible to participate in the statewide, standardized alternate assessment if:

1. The student is identified as a student with a specific learning disability or as gifted.
2. The student is identified solely as a student eligible for services as a student who is deaf or hard of hearing (DHH) or has a visual impairment (VI), a dual sensory impairment (DSI), an

emotional or behavioral disability (EBD), a language impairment (LI), a speech impairment (SI), or an orthopedic impairment (OI).

3. The student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered pursuant to section 1008.22(3)(a)-(b), F.S., unless there is medical documentation that the student experienced a traumatic brain injury or other health-related complication subsequent to the administration of that assessment that led to the student having the most significantly below average global cognitive impairment.

**ASSESSMENT ACCOMMODATIONS**
**6A-1.0943 F.A.C.**

Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment and the use of assistive technology or devices to facilitate the student's participation in a statewide standardized assessment.

Teachers are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. **Accommodations that negate the validity of a statewide standardized assessment ARE NOT allowable.**

***Allowable assessment accommodations documented on the IEP or 504 Plan must be implemented, provided to, and used by the student during classroom instruction and assessments before administration of any statewide assessment.***

For specific examples of appropriate accommodations for assessment, refer to *Accommodations for Florida's Statewide Student Assessments, Florida Department of Education, Bureau of Exceptional Education and Student Services, 2015, and Statewide Assessments Accommodations Guide 2022-2023* https://fsassessments.org/-/media/project/client-portals/florida-fast/pdf/manuals-and-user-guides/accommodations-guide.pdf

**UNIQUE ACCOMMODATIONS**

Unique accommodations are specialized accommodations that require alterations to existing test materials, presentation, or administration guidelines.

In accordance with Rule 6A-1.0943, F.A.C., the need for any unique accommodations for use on a statewide standardized assessment must be submitted to the District Director of Exceptional Student Education and District Assessments Coordinator, who must submit the request to the Department of Education (Commissioner of Education). Written requests for unique accommodations must be submitted using the Unique Accommodations Request Form provided by FDOE. Each unique accommodation must be approved every school year by the Commissioner of Education or a designee before its use.

To be approved for use during testing, a unique accommodation must be:

- Documented on an IEP or Section 504 Plan
- Utilized regularly by the student in the classroom
- Must not negate the validity or threaten the security of the assessment

**WAIVERS**

**WAIVER OF STATEWIDE STANDARDIZED ASSESSMENT RESULTS (End of Course Exams (EOC), Florida Standards Alternate Assessment (FAA), Florida Assessment of Student Thinking (FAST)**

Students with disabilities working toward a standard high school diploma are expected to participate in statewide, standardized assessments. State law, however, provides for a waiver of statewide, standardized assessment results for graduation purposes for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(d)2., F.S. Florida Statute requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.

Assessment results may be waived under specific circumstances for students with disabilities to receive a course grade or a standard high school diploma.

**Criteria:**

- The student must be identified as a student with a disability.
- The student must have an IEP
- The student must have taken the statewide, standardized assessment with appropriate, allowable accommodations indicated on the IEP at least twice.
- The student must meet satisfactory attendance (may not have 15 or more unexcused absences within 90 calendar days)
- The IEP team (with the parent as a participating member for students under the age of 18) must determine whether a statewide standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations.
- The waiver must be approved by the parent if the student is under the age of 18.
- The waiver must be reviewed and approved by the Director/Coordinator of Exceptional Student Education
- **In addition to the above, for the Florida Standards Alternate Assessment to be waived, a graduation portfolio of quantifiable evidence of achievement is required. It must contain a listing of courses the student has taken, grades received, curriculum aligned with Access Points assessment samples, student work samples, and other materials that demonstrate growth, improvement, and mastery of required Access Point Course standards.**

**Evidence to be considered by the IEP Team to determine that the results of a statewide, standardized assessment are not an accurate measure of the student's ability may include, but is not limited to:**

- Classroom work samples
- Course grades
- Teacher observations
- Relevant classroom data derived from formative assessment
- Intensive remediation activities on the required course standards (Tier 2)
- Intensive remediation activities on the required course standards (Tier 3)
- Higher-level, related coursework (honors, advanced placement, etc.)
- Related postsecondary coursework through dual enrollment
- Other standardized academic assessments, such as the SAT, the ACT, or PERT
- Portfolio:_____

A student who waives the statewide, standardized assessment results MAY NOT receive a scholar diploma designation.

*Waiver shall be designated on the student's transcript and in the FOCUS Student Database

References: *Technical Assistance Paper Waiver of Statewide, Standardized Assessment Results for Students with Disabilities BEESS, April 2015; Section 1008.22 FS and Graduation Requirements for Florida's Statewide Assessments*
www.fldoe.org/core/fileparse.php/7764/urlt/gradrequirefsa.pdf

~~**WAIVER OF THE ONLINE COURSE REQUIREMENT**~~

~~The graduation requirement for successful completion of an online course may be waived for students with disabilities whose IEP indicates that an online course is inappropriate. 1003.428, F.S.~~

## GRADING FOR STUDENTS WITH DISABILITIES

Students should be graded on mastery of State Standards or Access Points. Daily lessons should integrate standards or Access Points, and the state grading scale should be used to indicate the extent of mastery. Students who are not working on Access Points should be provided instruction on grade-level standards. If a student is reading significantly below grade level, the student should be referred to the MTSS/Problem Solving Team and the IEP team to provide reading interventions and determine that the student should work in a supplementary reading material that has been district-approved at his/her level. However, the student should continue to be allowed to receive instruction on grade-level standards.

If the student is working two or more years below grade level, the school administrator or designee should be a part of the IEP team, and the student's report card must specify that he/she is working below grade level in the comment section. The academic goals on the IEP should reflect strategies and frequent progress monitoring to ensure that the student is making progress. If the student is not making progress, the IEP/MTSS team should reconvene to determine more appropriate strategies and accommodations. A formal re-evaluation of the student's strengths and weaknesses may be requested by the IEP team to help drive appropriate instruction and grading.

If a student with disabilities is failing a course, the following procedures should be followed:

- The teacher should refer the student to the MTSS/Problem Solving Process with the IEP team (with the parent(s) as participating members). The team will determine if the IEP goals need to be adjusted or additional goals/services added.
- Identify the reason that the student is failing.
- Review documentation of accommodations/interventions implemented
- Put strategies/interventions in place to address the area of weakness.
- Monitor the student's progress and effectiveness of the strategies/interventions and maintain records.
- Maintain a log of communication with the student, parents, and MTSS Team
- Seek outside resources through the guidance office, ESE office, or other district-approved support agencies.
- Continue the problem-solving process to adjust methodology, Universal Design for Learning, or strategies. If the student continues to fail, the IEP team MUST convene and review the goals/objectives in the IEP for appropriateness, making revisions as necessary.
- The IEP team may also request a re-evaluation to gather additional data to support the problem-solving/intervention process.

## REPORT OF PROGRESS

Parents/guardians will be supplied with the following: Notification that students with disabilities will receive a statement of progress toward IEP Annual Goals and the extent to which progress is sufficient to enable the student to achieve goals by the annual review date of the IEP. The number of notifications per year is identified in the student's IEP.

**Hard Copies of the IEP Progress Report must be provided to the parent via face-to-face, electronic, or mail*

## PROMOTION

**Students with disabilities who are receiving instruction based on a Florida Standards-based curriculum are promoted based on the same promotion criteria as those for non-disabled students.** Allowable accommodations as determined by the IEP team must be implemented and documented (Frequency, Rate, Intensity, and Location). Criteria for students with disabilities are included in the Good Cause Clause for promotion in special circumstances.

## RETENTION

Students with IEPs who are pursuing a standard diploma are affected by the same guidelines for retention as are students in general education. Refer to the sections of this document for general education promotion requirements and retention considerations. **Students with IEPs may be exempted from the mandatory retention in grade 3 for good cause as outlined in state statute. The Principal and IEP committee must adhere to the Good Cause Retention Waiver when considering retention for Students with Disabilities.** Retention decisions for students with IEPs

who are following access points for students with significant cognitive disabilities are made on an individual basis by the IEP team, which will include the school principal/designee and/or Director of ESE. Careful consideration should be given to educating students with disabilities with his/her chronologically age-appropriate peers throughout their school experience.

**Exclusionary Retention Factors**

Students with an IEP/504 Plan may not be recommended for retention due to the following:
1.) Lack of Documentation of Consistent Implementation of IEP/504
2.) Lack of Documentation of Implemented Accommodation(s) indicated on IEP/504
3.) Pending Evaluation/Reevaluation due to suspicion of a disability
4.) Absence of a Highly Qualified Teacher

## GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

There are two graduation options available to students with disabilities entering ninth grade in 2014 and after:

***Standard diploma***, meeting 24 course graduation and assessment requirements specified in Student Progression. Students with disabilities may elect to participate in the Scholar or Merit Diploma Designations, but must meet assessment requirements with no waivers.

***Standard diploma, via Access Points***. The student must meet the same 24-course requirements as all students, but will use Access courses.

Beginning no later than the IEP in effect when the student attains age 16, or younger, if appropriate, the IEP must reflect:

- A statement of intent to pursue a standard high school diploma and Scholar or Merit designation as determined by the parent
- A statement of intent to receive a standard diploma before age 22 and how the student will meet requirements
- Inclusion of outcomes and additional benefits expected by the parent and the IEP team at the time of graduation
- A statement of measurable postsecondary goals and career goals
- If there are changes proposed to postsecondary or career goals included in the IEP, the parent must approve the changes

A student who does not meet/satisfy the standard high school diploma requirements shall be awarded a certificate of completion.

## SUMMARY OF PERFORMANCE (SOP)

When a student with an IEP graduates from high school with a standard diploma or "ages out" of ESE (age 22), the school is required to provide a summary of academic achievement and functional performance. The Summary of Performance (SOP) will include recommendations and means to meet post-secondary goals.

The SOP must be completed during the final year of a student's high school education and is most useful when completed during the transition IEP process when the student has the opportunity to actively participate in the development of the document. The document will contain the most updated information on performance of the student and include both the student's abilities and aspirations.

**DEFERRAL OF GRADUATION**

A student with a disability who meets the standard high school diploma requirements may defer the receipt of a standard high school diploma if the student:

- Has a current IEP that prescribes special education, transition planning, transition services or related services through age 21
- Is enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements or a structured work-study internship or pre-apprenticeship program.

The district has the following obligations with regard to the deferral of the standard high school diploma:

- Review the benefits of deferring with the parent and the student, including continuation of education and related services
- Describe to the parent and student, in writing, all of the services and programs available to students who defer.
- Note the deferral decision on the IEP.
- Provide a document that notes the decision for the parent, or the student if over 18 and rights have transferred, to sign that is separate from the IEP.

  Inform the parent and the student in writing, by January 30th, of the year in which the student is expected to meet all graduation requirements, that failure to defer releases the school district of the obligation to provide FAPE, that deadline for acceptance or deferral is May 15, and that failure to attend the graduation ceremony does NOT constitute deferral.
- Ensure that the names of students who are deferring are entered into the information management system.

Students who elect to defer graduation or receive a certificate of completion may participate in graduation activities ONCE. They may elect to walk with their peer group, and receive a certificate of deferment or certificate of completion OR walk when they receive their diploma.

A student who defers graduation may request his/her diploma the next date that the district awards them. Rule 6A-1.9963, F.A.C.

## DEFERRAL OF GRADUATION

A student with a disability who meets the standard high school diploma requirements may defer the receipt of a standard high school diploma if the student:

- Has an IEP that prescribes special education, transition planning, transition services or related services through age 21
- Is enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements or a structured work-study internship or pre-apprenticeship program.

Students who elect to defer graduation or receive a certificate of completion may participate in graduation activities ONCE. They may elect to walk with their peer group and receive a certificate of deferment or certificate of completion OR walk when they receive their diploma.

A student who defers graduation may request his/her diploma the next date that the district awards them. Rule 6A-1.9963, F.A.C.

## TRANSITION PROGRAM

The Requirements for entry into the Transition Program (18-22 years old) are:

1. The student has been served under IDEA through an IEP (not dismissed and has elected to defer the receipt of a standard diploma or, in extraordinary circumstances, has earned a certificate of completion)
   a. The student has mastered all required academic curriculum standards
   b. Achieved the highest level of academic independence through his/her high school ESE Program.
   c. The IEP prescribes a need for transition planning, transition services or related services up to age 22.
      - The student is in pursuit of structured work-study, internship or employment
   d. Additional need of Functional Life skills training
   e. The student has a desire to apply his/her individual academic skills toward a vocational/functional academic program with the expectation that the program will enhance his/her independence for post secondary transitioning.

2. The student is under the age of 22.

## EXTENDED SCHOOL YEAR (ESY)

Extended School Year services (ESY) may be provided for students with disabilities, whose Individual Education Plan (IEP) team has determined, based upon data review, that services are necessary for the provision of a Free and Appropriate Public Education (FAPE). The IEP must document the IEP Team's consideration of and decision regarding ESY before the conclusion of the current school year/term.

## OTHER PROGRAMS: THERAPIES AND ITINERANT SERVICES

Speech Therapy, Language Therapy, Physical Therapy, Occupational Therapy, and itinerant Hearing Impaired and Vision services are designed to reinforce and enhance a student's ability to benefit from instruction. Participation in these services will not affect the minimum course instruction requirements for basic, CTE or ESE courses.

DRAFT

# APPENDICIES

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

### INTRODUCTION:

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

### Chapter – 100 DEFINITIONS SEC. 1.101 Definitions

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

A. "Active duty" means: full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211.
B. "By-laws" means: those by-laws established by the Interstate Commission on Educational Opportunity for Military Children for its governance, or for directing or controlling the Interstate Commission's actions or conduct.
C. "Children of military families" means: a school-aged child (ren), enrolled in kindergarten through twelfth (12th) grade, in the household of an active duty member.
D. "Compact commissioner" means: the voting representative of each compacting state, appointed pursuant to Article VIII of this compact.
E. "Days" means: business days, unless otherwise noted.
F. "Deployment" means: the period one (1) month prior to the service members' departure from their home station on military orders though six (6) months after return to their home station.
G. "Education(al) records" means: those official records, files, and data directly related to a student and maintained by the school or local education agency (LEA), including but not limited to records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.
H. "Extracurricular activities" means: a voluntary activity sponsored by the school or LEA or an organization sanctioned by the LEA. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.
I. "Interstate Commission on Educational Opportunity for Military Children" means: the commission that is created under Article IX of this compact, which is generally referred to as Interstate Commission.
J. "Local education agency" means: a public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through twelfth

(12th) grade public educational institutions.

K. "Member state" means: a state that has enacted this compact.

L. "Military installation" means: a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory. Such term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.

M. "Non-member state" means: a state that has not enacted this compact.

N. "Receiving state" means: the state to which a child of a military family is sent, brought, or caused to be sent or brought.

O. "Rule" means: a written statement by the Interstate Commission promulgated pursuant to Article XII of this compact that is of general applicability, implements, interprets or prescribes a policy or provision of the compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.

P. "Sending state" means: the state from which a child of a military family is sent, brought, or caused to be sent or brought.

Q. "State" means: a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory.

R. "Student" means: the child of a military family for whom the LEA receives public funding and who is formally enrolled in kindergarten through twelfth (12th) grade.

S. "Transition" means: 1) the formal and physical process of transferring from school to school or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

T. "Uniformed service(s)" means: the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

U. "Veteran" means: a person who served in the uniformed services and who was discharged or released under conditions other than dishonorable.

## Chapter 200 – GENERAL PROVISIONS

### SEC 2.101 Adoption of rules; Amendment

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

(a) Proposed new rules and amendments to existing rules shall be submitted to the Interstate Commission office for referral to the Rules Committee as follows:

(1) Any Commissioner may submit a proposed rule or rule amendment for referral to the Rules Committee during the annual Commission meeting. This proposal must be made in the form of a motion and approved by a majority vote of a quorum of the Commission members present at the meeting;

(2) Standing Committees of the Commission may propose rules or rule amendments by majority vote of that Committee;
(3) Any regional group of states as may be subsequently recognized by the Commission may propose rules or rules amendments by a majority vote of members of that region;

(b) The Rules Committee shall prepare a draft of all proposed rules and provide the draft to all Commissioners for review and comments. All written comments received by the Rules Committee on proposed rules shall be posted on the Commission's website upon receipt. Based upon the comments made by the Commissioners, the Rules Committee shall prepare a final draft of the proposed rule(s) or amendments for consideration by the Commission no later than the next annual meeting falling in an odd-numbered year.
(c) Prior to promulgation and adoption of a final rule by the Interstate Commission, the text of the proposed rule or amendment shall be published by the Rules Committee no later than thirty (30) days prior to the meeting at which the vote is scheduled, on the official web site of the Interstate Commission and in any other official publication that may be designated by the Interstate Commission for the publication of its rules. In addition to the text of the proposed rule or amendment, the reason for the proposed rule shall be provided.
(d) Each administrative rule or amendment shall state—

(1) The place, time, and date of the scheduled public hearing;
(2) The manner in which interested persons may submit notice to the Interstate Commission of their intention to attend the public hearing and any written comments; and
(3) The name, position, physical and electronic mail address, telephone, and telefax number of the person to who interested persons may respond with notice of their attendance and written comments.

(e) Every public hearing shall be conducted in a manner guaranteeing each person who wishes to comment a fair and reasonable opportunity to comment. No transcript of the public hearing is required, unless a written request for a transcript is made, which case the person or entity making the request shall pay for the transcript. A recording may be made in lieu of a transcript under the same terms and conditions as a transcript. This subsection shall not preclude the Commission from making a transcript or recording of the public hearing if it chooses to do so.
(f) Nothing in this section shall be construed as requiring a separate hearing on each rule. Rules may be grouped for the convenience of the Interstate Commission at hearings required by this section.
(g) Following the scheduled hearing date, or by the close of business on the scheduled hearing date if the hearing was not held, the Interstate Commission shall consider all written and oral comments received.
(h) The Interstate Commission shall, by majority vote of a quorum of the commissioners, take final action on the proposed rule and shall determine the effective date of the rule, if any, based on the rulemaking record and the full text of the rule.
(i) Not later than sixty (60) days after a rule is adopted, any interested person may file a petition for judicial review of the rule in the United States district court of the District of Columbia or in the federal district court where the Interstate Commission's principal office is located. If the court finds that the Interstate Commission's action is not supported by

substantial evidence, as defined in the federal Administrative Procedures Act, in the rulemaking record, the court shall hold the rule unlawful and set it aside.

(j) Upon determination that an emergency exists, the Interstate Commission may promulgate an emergency rule that shall become effective immediately upon adoption, provided that the usual rulemaking procedures provided in the compact and in this section shall be retroactively applied to the rule as soon as reasonably possible, in no event later than ninety (90) days after the effective date of the rule. An emergency rule is one that must be made effective immediately in order to—

(1) Meet an imminent threat to public health, safety, or welfare;
(2) Prevent a loss of federal or state funds;
(3) Meet a deadline for the promulgation of an administrative rule that is established by federal law or rule; or
(4) Protect human health and the environment.

**SEC. 2.102 Dues formula**

a) The commission shall determine the formula to be used in calculating the annual assessments to be paid by states. Public notice of any proposed revision to the approved dues formula shall be given at least 30 days prior to the Commission meeting at which the proposed revision will be considered.
b) The Commission may consider the population of the states, the number of students subject to the compact within each state, and the volume of student transfers between states in determining and adjusting the assessment formula.
c) The approved formula and resulting assessments for all member states shall be distributed by the commission to each member state annually.
d) The dues formula shall be based on the figure of one dollar per child of military families eligible for transfer under this compact.

**Chapter 300 – TRANSFER OF EDUCATION RECORDS AND ENROLLMENT**

**SEC. 3.101 Eligibility for transfer and enrollment**

a) Unofficial or "hand-carried" education records –In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, the school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible. In the event a state or LEA charges a fee for copies of educational records, such a fee shall not exceed the reasonable cost of reproduction.
b) Official education records/transcripts-- Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of this request, the school in the sending state will process and furnish the official education records to the school in the receiving state within ten (10) business days except for a designated school staff break including, but not limited to, spring, summer, or holiday. Records should be furnished as soon as possible following the return of staff from a school staff break; however, the time

shall not exceed ten (10) days after the return of staff.

**SEC. 3.102 Application for transfer of student records and enrollment**

An application for transfer of educational records of students subject to this compact shall contain the following:

a) Immunizations – Compacting states shall give thirty (30) calendar days from the date of enrollment. For a series of immunizations, initial vaccinations must be obtained within thirty (30) calendar days.

b) Kindergarten and First grade entrance age – Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level (including Kindergarten) from a LEA in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

   1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to the school of the state being transferred into shall be admitted upon presentation of the data required in subsection (3).
   2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to a public school in the state being transferred, shall be admitted i f the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).
   3) To be admitted into a school in the receiving state, such a student transferring from the sending state must provide the following data:
      i. Official military orders showing that the military member was assigned to the state (or commuting area) of the state in which the child was previously duly enrolled and attended school. If a child of a military member was residing with a legal guardian during the previous enrollment and not the military member, a copy of the family care plan, or proof of guardianship, as specified in the Interstate Compact, or any information sufficient for the receiving district to establish eligibility under this compact shall be provided;
      ii. An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student;
      iii. Documented evidence of immunization against communicable diseases; and
      iv. Evidence of date of birth. Chapter 400 – GRADUATION

**SEC 4.101 Graduation**

a) Waiver requirements - LEA administrative officials shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another LEA or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the LEA shall provide an alternative means of acquiring required coursework so that graduation may occur on time. If the

receiving LEA requires a graduation project, volunteer community service hours, or other state or LEA specific requirements, the receiving LEA may waive those requirements.

b) Exit exams – States shall accept: 1) exit or end-of-course exams required for graduation from the sending state; or 2) national norm-referenced achievement tests or 3) alternative testing, in lieu of testing requirements for graduation in the receiving state. In the event the above alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of Article VII, Section C of the Compact shall apply.

c) Transfers during senior year – There may be cases in which a military student transferring at the beginning or during his or her senior year is ineligible to graduate from the receiving LEA after all alternatives have been considered. In such cases the sending and receiving LEA's shall ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements of the sending LEA. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on- time graduation of the student in accordance with Sections A and B of Article VII of the Compact.

## Chapter 500 – PLACEMENT & ATTENDANCE SEC.

### 5.101 Course placement

The receiving school shall initially place a student who transfers before or during the school year in educational courses based on the student's enrollment in the sending state school and/or educational conducted at the school in the sending state to the extent the educational courses are provided by the receiving school. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such educational courses.

### SEC. 5.102 Educational program placement

The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2 ) English as a second language ( ESL). The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such programs.

### SEC. 5.103 Special education services

(a) In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C.A. Section 1400 et. Seq., the receiving state shall initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP); and

(b) In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and with Title II of the Americans with Disabilities Act, 42 U.S.C.A.

Sections 12131-12165, the receiving state shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing 504 or Title II Plan, to provide the student with equal access to education.
(c) The receiving school may perform subsequent evaluations to ensure appropriate placement and appropriate services. The receiving school shall follow any current regulations the receiving state has in place to comply with federal or state law.

**SEC. 5.104 Placement flexibility**

LEA officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the jurisdiction of the LEA.

**SEC. 5.105 Absence as related to deployment activities**

A student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the Compact, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the LEA superintendent or head of school to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian. Notwithstanding the above, the LEA superintendent or head of school may provide a maximum number of additional excused absences.

## Chapter 600 -- ELIGIBILITY

**SEC. 6.101 Eligibility for Enrollment**

(a) A custody order, special power of attorney, or other applicable document relative to the guardianship of a child of a military family and executed under the applicable law of each member state shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent. A special power of attorney form, which is acceptable in some jurisdictions, can be obtained through the JAG offices pursuant to Military Family Care Plan regulations.
   (1) A local education agency shall be prohibited from charging local tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent. Tuition may be charged for optional programs offered by the LEA.
   (2) A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he/she was enrolled while residing with the custodial parent. The local education agency shall not charge tuition. In addition, transportation to and from school is the responsibility of the non- custodial parent or other persons standing in loco parentis.

(b) Eligibility for extracurricular participation – State and local education agencies shall facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, with consultation with the state high school athletic association, to the extent they are otherwise qualified. Application deadlines include tryouts, summer conditioning and other coach or district prerequisites.

## Chapter 700 – OVERSIGHT, ENFORCEMENT, AND DISPUTE RESOLUTION

**SEC. 7.101 Informal communication to resolve disputes or controversies**

(a) States shall attempt to resolve disputes or controversies by communicating with each other by telephone, telefax, or electronic mail.

(b) Failure to resolve dispute or controversy—

(1) Following an unsuccessful attempt to resolve controversies or disputes arising under this compact, its by-laws or its rules as required under sec.7.101 (a), states shall pursue one or more of the informal dispute resolution processes set forth in sec. 7.101 (b)(2) prior to resorting to formal dispute resolution alternatives.

(2) Parties shall submit a written request to the executive director for assistance in resolving the controversy or dispute. The executive director shall provide a written response to the parties within ten (10) days and may, at the executive director's discretion, seek the assistance of legal counsel or the executive committee in resolving the dispute. The executive committee may authorize its standing committees or the executive director to assist in resolving the dispute or controversy.

**SEC. 7.102 Formal resolution of disputes and controversies**

a) Alternative dispute resolution – Any controversy or dispute between or among compacting states that arises from or relates to this compact that is not resolved under sec.
7.101 may be resolved by alternative dispute resolution processes. These shall consist of mediation and arbitration.

b) Mediation and arbitration

1) Mediation

i. A state that is party to a dispute may request, or the executive committee may require, the submission of a matter in controversy to mediation.

ii. Mediation shall be conducted by a mediator appointed by the executive committee from a list of mediators approved by the national organization responsible for setting standards for mediators and pursuant to procedures customarily used in mediation proceedings.

2) Arbitration

i. Arbitration may be recommended by the executive committee in any dispute regardless of the parties' previous submission of the dispute to mediation.

ii. Arbitration shall be administered by at least one neutral arbiters or a panel of arbiters not to exceed three members. These arbiters shall be selected from a list of arbiters maintained by the commission staff.

iii. The arbitration may be administered pursuant to procedures customarily used in arbitration proceedings and at the direction of the arbiter.

iv. Upon the demand of any party to a dispute arising under the compact, the dispute shall be referred to the American Arbitration Association and shall be administered pursuant to its commercial arbitration rules.

a) The arbiter in all cases shall assess all costs of arbitration, including fees of the arbiter and reasonable attorney fees of the prevailing party, against the party that did not prevail.

b) The arbiter shall have the power to impose any sanction permitted by this compact and other laws of the state or the federal district in which the commission has its principal offices.

v. Judgment on any award may be entered in any court having jurisdiction.

**SEC 7.103 Enforcement actions against a defaulting state**

(a) If the Interstate Commission determines that any state has at any time defaulted ("defaulting state") in the performance of any of its obligations or responsibilities under this Compact, the by-laws or any duly promulgated rules the Interstate Commission may impose any or all of the following penalties:
   1) Damages or costs in such amounts as are deemed to be reasonable as fixed by the Interstate Commission;
   2) Remedial training and technical assistance as directed by the Interstate Commission;
   3) Suspension and termination of membership in the compact. Suspension shall be imposed only after all other reasonable means of securing compliance under the by-laws and rules have been exhausted. Immediate notice of suspension shall be given by the Interstate Commission to the governor, the chief justice or chief judicial officer of the state, the majority and minority leaders of the defaulting state's legislature, and the state council.

(b) The grounds for default include, but are not limited to, failure of a Compacting State to perform such obligations or responsibilities imposed upon it by this compact, Interstate Commission by-laws, or duly promulgated rules. The Interstate Commission shall immediately notify the defaulting state in writing of the penalty imposed by the Interstate Commission on the defaulting state pending a cure of the default. The Interstate Commission shall stipulate the conditions and the time period within which the defaulting state must cure its default. If the defaulting state fails to cure the default within the time period specified by the Interstate Commission, in addition to any other penalties imposed herein, the defaulting state may be terminated from the Compact upon an affirmative vote of a majority of the compacting states and all rights, privileges, and benefits conferred by this Compact shall be terminated from the effective date of suspension.

(c) Within sixty (60) calendar days of the effective date of termination of a defaulting state, the Interstate Commission shall notify the governor, the chief justice or chief judicial officer, the majority and minority leaders of the defaulting state's legislature, and the state council of such termination.

(d) The defaulting state is responsible for all assessments, obligations, and liabilities incurred through the effective date of termination including any obligations, the performance of which extends beyond the effective date of termination.

(e) The Interstate Commission shall not bear any costs relating to the defaulting state unless otherwise mutually agreed upon between the Interstate Commission and the defaulting state.

(f) Reinstatement following termination of any compacting state requires both a reenactment of the Compact by the defaulting state and the approval of the Interstate Commission pursuant to the rules.

**SEC 7.104 Judicial enforcement**

The Interstate Commission may, by majority vote of the members, initiate legal action in the United States District Court for the District of Columbia or, at the discretion of the Interstate Commission, in the federal district where the Interstate Commission has its offices to enforce compliance with the provisions of the Compact, its duly promulgated rules and by-laws, against any compacting state in default. In the event judicial enforcement is necessary, the prevailing party shall be awarded all costs of such litigation including reasonable attorneys' fees.

## APPENDIX B: REQUEST FOR ELEMENTARY ACCELERATION
## (To be completed by parent/guardian)

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

Student (Legal Name): _____DOB: _____GRADE: _____

School: _____Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian Email: _____Phone: _____

**Select the ACCEL Option you are requesting:**

_____Mid-year promotion to grade

_____Full-year promotion to grade

_____Subject-matter acceleration for subject(s) _____
***(request must be submitted prior to the end of the first nine weeks)***

_____Virtual instruction in higher grade level subject(s) _____
***(request must be submitted prior to the end of the first nine weeks)***

_____Advanced Work Class (Teacher initiated prior to May 1)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____Date _____

**Please submit this form to the School Principal prior to the deadline noted above.**

**APPENDIX C: ELEMENTARY PERFORMANCE CONTRACT**
**(To be completed before each new ACCEL Option)**

Student (Legal Name): _____DOB: _____GRADE: _____

School: _____Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian Email: _____Phone: _____

**Select the ACCEL Option you are requesting:**

_____Mid-year promotion to grade
_____Full-year promotion to grade
_____Subject-matter acceleration for subject(s) _____
_____Virtual instruction in higher grade level subject(s) _____
_____Advanced Work Class)

**Agreement**

Student participation in the selected ACCEL Option is contingent upon the student meeting eligibility and procedural requirements, as explained in the District School Board of Gadsden County Student Progression Plan. Students are required to participate in all state, federal, and local assessments if mid-year or full-year promotion occurs. If a student fails to comply with the stipulated requirements at any time after the ACCEL Option is in effect, the principal may terminate the student's participation and will determine the appropriate placement in lieu of the ACCEL Option.

**I grant permission for my student to accelerate his/her learning and agree to the conditions stated above:**

Parent/Guardian's Name (print): Date:

_____

Parent/Guardian's Signature: _____Date: _____

Principal's Name: _____Date: _____

Principal's Signature: _____Date: _____

## APPENDIX D: MIDDLE GRADES STUDENTS AND EOC ASSESSMENT REQUIREMENTS (Beginning 2014-2015)

| MS Algebra 1 EOC | MS Geometry and Biology 1 EOC | MS Civics |
|---|---|---|
| A student completing Algebra 1 or Algebra 1 Honors must take the Algebra 1 EOC Assessment and achieve a passing score to be awarded high school credit. The score will count as 30% of the final course grade. If the student passes the course (regardless of the Algebra 1 EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC Assessment, the student must retake the Algebra 1 EOC Assessment and achieve a passing score to earn a standard high school diploma. The student can only retake the same course through middle grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course. | A student completing Geometry or Geometry Honors must take the Geometry EOC Assessment and achieve a passing score which constitutes 30% of the student's final course grade to be awarded high school credit. If the student passes the course (regardless of the Geometry EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC Assessment, the student must retake the Geometry EOC Assessment and achieve a passing score to earn the required high school credit for Geometry. The student can only retake the same course through middle grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course. | Each student's performance on the statewide standardized EOC assessment in Civics Education constitutes 30% of the student's final course grade. |

## APPENDIX E: MIDDLE GRADE FAST-TRACK MATHEMATICS CRITERIA

**Grade 7 Mathematics, Advanced (1205050) in Sixth Grade – Required eligibility criteria**

**If student does meet the criteria below, then placement is Grade 6 Mathematics (1205020).**
**Fifth grade Student must meet 4 out of 5 of these criteria:**

- Teacher, Department Chair, and Administrator recommendation
- 95% + cumulative mathematics grade average in 5th grade advanced
- 95% + cumulative mathematics test average in 5th grade advanced
- 3.75 + cumulative grade point average in core content classes through three quarters 5th grade
- Other appropriate diagnostic assessment (TBA)

**Student must meet the following two criteria:**

- Level 5 on FSA Mathematics
- Level 5 on FSA ELA

**Algebra 1 Honors (1200320) in Seventh Grade – Required eligibility criteria**

**If student does not meet criteria below, then placement is Grade 8 Pre- Algebra (1205080) or Grade 8 Pre-Algebra**

**Advanced (1205050)**

**Student must meet 4 out of 5 of these criteria:**

- Teacher, Department Chair, and Administrator recommendation
- 92% + cumulative mathematics grade average in Grade 7 Mathematics Advanced (1205050)
- 90% + cumulative mathematics test average in Grade 7 Mathematics Advanced (1205050)
- 3.5+ cumulative grade point average of core content classes for quarters one through three
- Other appropriate diagnostic assessment (TBA)

**Student must meet the following two criteria:**

- Level 5 on FSA Mathematics
- Level 4 + on FSA ELA

**Geometry Honors (1206320) in Eighth Grade – Required eligibility criteria**

**If student does not meet all criteria, then placement is Algebra 1 honors (1200320) Student must meet all the following criteria:**

- Passing score on the Algebra 1 End-of-Course Assessment
- 80% + cumulative mathematics average grade in Algebra 1 Honors (1200320)
- Teacher, Department Chair, and Administrator recommendation

## APPENDIX F: REQUEST FOR MIDDLE GRADES ACCELERATION
**To be completed by Parent/Guardian**

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

Student (Legal Name): _____DOB: _____GRADE: _____

School: _____Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian Email: _____Phone: _____

**Select the ACCEL Option you are requesting:**

_____Mid-year promotion to grade

_____Full-year promotion to grade

_____Subject-matter acceleration for subject(s) _____
***(request must be submitted prior to the end of the first nine weeks)***

_____Virtual instruction in higher grade level subject(s) _____
***(request must be submitted prior to the end of the first nine weeks)***

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____Date _____

**Please submit this form to the School Principal prior to the deadline noted above.**

## APPENDIX G: ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING 9ACCEL0 MIDDLE GRADES PERFORMANCE CONTRACT
**To be completed by parent/guardian**

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

Student (Legal Name): _____ DOB: _____ GRADE: _____

School: _____ Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian Email: _____ Phone: _____

**Select the ACCEL Option you are requesting:**

_____ Mid-year promotion to grade

_____ Full-year promotion to grade

_____ Subject-matter acceleration for subject(s) _____
***(request must be submitted prior to the end of the first nine weeks)***

_____ Virtual instruction in higher grade level subject(s) _____
***(request must be submitted prior to the end of the first nine weeks)***

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____ Date _____

**Please submit this form to the School Principal prior to the deadline noted above.**

## APPENDIX H: MASTERY EXAM REQUEST

**Student Name:** _____ **Counselor:** _____

**School:** _____ **Grade Level:** _____

**Date of Request:** _____ **School Year:** _____

**Data in Support of Credit Acceleration by Mastery Exam:**
F.A.S.T. Assessment in Math:_____Date of Assessment: _____

Most recent math or science course:_____Grades Earned: ____

Other justification: _____

Guidance Counselor's Communication with Parent Date: _____

Parent in agreement that grade will appear in student records and transcript. □

Requested State EOC in_____administration date, _____,
aligns with required dates (CAP section SPP, page 73)

Has the student attempted the EOC in Algebra 1, Geometry or Biology 1 previously?

Yes □ No □ If so, which one? _____
If yes, please provide date, score and evidence of additional preapproved
preparation. Date:_____Score:_____
Additional preapproved preparation: _____

Recommendation of Principal:

1) There is adequate documentation to support the student taking the EOC in Algebra 1, Geometry, or Biology 1.
2) There is NOT adequate documentation to support the student taking the EOC in Algebra 1, Geometry, or Biology 1.

Signature: _____

Additional Comments:

## APPENDIX I: GRADUATION REQUIREMENTS FOR FLORIDA'S STATEWIDE ASSESSMENT

# Graduation Requirements for Florida's Statewide Assessments

### Overview

According to section (s.) 1003.4282, Florida Statutes (F.S.), students must meet certain academic requirements to earn a standard high school diploma from a public school, including passing required courses, earning a minimum number of credits, earning a minimum grade point average, and passing certain required statewide assessments. Passing scores for the statewide assessments are determined by the State Board of Education (SBE) and defined in Rule 6A-1.09422, Florida Administrative Code (F.A.C.).

### Assessment Graduation Requirements

On October 18, 2023, the SBE adopted new score scales and passing scores for the statewide, standardized assessments aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.), which include the Florida Assessment of Student Thinking (FAST) and B.E.S.T. end-of-course (EOC) assessments. The FAST assessments and B.E.S.T. EOC assessments were administered for the first time during the 2022–23 school year, and the passing scores adopted by the SBE are effective beginning with the second administration (PM2) of FAST during the 2023–24 school year and the Winter 2023 B.E.S.T. EOC administration. On July 16, 2025, the SBE adopted concordant and comparative scores aligned to the passing requirements for the B.E.S.T. Standards assessments. The passing standard for a student is determined based on when they took or will take the required assessment, as outlined in the sections and tables below. Students who took these tests for the first time and passed prior to the rule becoming effective have met the assessment graduation requirement.

#### Grade 10 FAST English Language Arts (ELA) Assessment

The ELA assessment students must pass to graduate with a standard high school diploma is determined by the student's year of enrollment in grade 9. The FAST Grade 10 ELA Reading Assessment is the required assessment for graduation purposes for students who entered grade 9 in 2021–22 and after. The FAST assessments, aligned to the B.E.S.T. Standards, were administered for the first time during the 2022–23 school year. Students must earn a passing Grade 10 FAST ELA Reading score in the third progress monitoring window (PM3) to meet this graduation requirement (see Table 1). In accordance with s. 1008.22, F.S., all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment regardless of whether they have a passing concordant score on file.

For more information on the Grade 10 FAST ELA Reading Assessment, please see the FAST Assessments webpage.

#### B.E.S.T. Algebra 1 EOC Assessment

The Algebra 1 EOC assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who complete an applicable course in the 2022–23 school year and beyond are required to pass the B.E.S.T. Algebra 1 EOC Assessment (see Table 1). In accordance with s. 1008.22, F.S., students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing comparative score on file.

For more information on the B.E.S.T. Algebra 1 EOC Assessment, please see the End-of-Course Assessments webpage.

Table 1 lists passing scores required for graduation for the grade 10 ELA and Algebra 1 assessments.

**Table 1: Graduation Assessment Requirements and Passing Score by School Year**

| Grade 10 ELA | | | | |
|---|---|---|---|---|
| School Year When Students Entered Grade 9 | Assessment | Passing Score | Score Scale | Score Scale Range |
| 2022–23 and beyond | FAST ELA Reading | 247 | B.E.S.T. | 179-308 |
| 2021–22[2] | FAST ELA Reading | 246[1] | B.E.S.T. | 179-308 |
| **Algebra 1** | | | | |
| First Participation in Algebra 1 EOC | Assessment | Passing Score | Score Scale | Score Scale Range |
| Winter 2023 and beyond | B.E.S.T. Algebra 1 EOC | 400 | B.E.S.T. | 325-475 |
| Winter 2022–Fall 2023 | B.E.S.T. Algebra 1 EOC | 398[1] | B.E.S.T. | 325-475 |

[1] The Alternate Passing Scores (APS) on the B.E.S.T. scale are 246 for FAST Grade 10 ELA Reading and 398 for B.E.S.T. Algebra 1.
[2] Students who entered grade 9 prior to the 2021–22 school year are also eligible for the alternate passing score (see Table 2).

### Alternate Passing Scores

Table 2 lists alternate passing scores for FAST and B.E.S.T. assessments. Students whose graduation requirements were for the Florida Standards Assessments (FSA) (or prior) or students who participated in an administration of the applicable FAST or B.E.S.T. assessment prior to the adoption of cut scores for that assessment are eligible to use an alternate passing score linked to the passing score on the FSA assessment (including concordant/comparative scores, see Tables 3 and 4) for the purpose of meeting an assessment graduation requirement.

**Table 2: FAST/B.E.S.T. Alternate Passing Scores**

| Assessment | Graduation/Assessment Requirement | Alternate Passing Score | Score Scale |
|---|---|---|---|
| FAST Grade 10 ELA Reading | FSA or prior | 246 | B.E.S.T. |
| B.E.S.T. Algebra 1 | FSA or prior | 398 | B.E.S.T. |
| B.E.S.T. Geometry | FSA or prior | 401 | B.E.S.T. |

[1] Earning a passing score on the Geometry EOC is not required for graduation but may be used to earn a Scholar diploma designation or as a comparative score for the Algebra 1 EOC graduation requirement.

### Statewide Assessment Retake Opportunities

Students can participate in the grade 10 ELA Reading Retake or the Algebra 1 EOC assessment each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Please see the Statewide Assessment Schedule page for more information on the administration windows for these assessments.

## Concordant and Comparative Scores

A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, F.A.C. Tables 3 and 4 show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

**Table 3: Grade 10 ELA Concordant Scores**

| Available for students who entered grade 9 in 2022–23 and beyond: | |
|---|---|
| SAT Reading and Writing section[3] | 490 |
| PSAT/NMSQT Reading and Writing section[1] | 470 |
| PSAT 10 English and Writing section | 470 |
| ACT English and Reading subject test (averaged)[2,3] | 18 |
| PreACT Secure English and Reading subject test (averaged)[2,3] | 18 |
| CLT Grammar/Writing and Verbal Reasoning subject test (sum)[3] | 39 |
| CLT10 Grammar/Writing and Verbal Reasoning subject test (sum)[3] | 39 |

| Available for students who entered grade 9 between the 2020–21 and 2022–23 school years[4]: | |
|---|---|
| SAT EBRW/Reading and Writing[1] | 480 |
| ACT English and Reading subtests (averaged)[2,3] | 18 |
| CLT Verbal Reasoning and Grammar/Writing sections sum[3] | 36 |

[1] The combined score for the SAT or PSAT/NMSQT Reading and Writing sections or the SAT EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with the transition to digital SAT.
[2] If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number.
[3] The scores from the English and Reading subject tests on the ACT and PreACT and the Verbal Reasoning and Grammar/Writing subject tests on the CLT and CLT10 are not required to come from the same test administration.
[4] Students who entered grade 9 in 2023–24 through 2024–25 school years may use these scores to meet their assessment graduation requirements if they received the score prior to the new concordant/comparative scores becoming effective.

**Table 4: Algebra 1 EOC Comparative Scores[1]**

| Available for students who entered grade 9 in 2022–23 and beyond: | |
|---|---|
| SAT Math | 420 |
| PSAT/NMSQT Math | 430 |
| PSAT 10 Math | 430 |
| ACT Math | 16 |
| PreACT Secure Math | 16 |
| CLT Quantitative Reasoning | 14 |
| CLT10 Quantitative Reasoning | 14 |
| Geometry EOC | Level 3 |
| **Available for students who entered grade 9 between the 2020–21 and 2022–23 school years[2]:** | |
| PSAT/NMSQT Math | 430 |
| SAT Math | 420 |
| ACT Math | 16 |
| CLT Quantitative Reasoning section | 11 |
| Geometry EOC | Level 3 |

[1] Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation.
[2] Students who entered grade 9 in 2023–24 through 2024–25 school years may use these scores, in addition to the scores specified for their cohort, to meet their assessment graduation requirements if they received the score prior to the new concordant/comparative scores becoming effective.

## Other Graduation Options

### Scholar Diploma Designation

In accordance with s. 1003.4285(1)(a), F.S., to qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide EOC assessments shown in Table 5.

**Table 5: Passing Scores Required for a Scholar Diploma Designation**

| | EOC Assessment | | |
|---|---|---|---|
| Student Entered Grade 9 | Geometry | Biology 1[1] | U.S. History[1] |
| 2010–11 through 2013–14 | | X | X |
| 2014–15 and beyond | X | X | X |

[1] A student meets this requirement without passing the Biology 1 or U.S. History EOC assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student takes the respective AP, IB, or AICE assessment, and earns the minimum score to earn college credit.

The passing score for each EOC assessment is the minimum score in Achievement Level 3.

- The passing score for the B.E.S.T. Geometry EOC Assessment was adopted in SBE rule in October 2023. For students who took the B.E.S.T. Geometry EOC Assessment prior to the adoption of the new passing scores, the alternate passing score is 401.
- Students who participated in the B.E.S.T. Geometry EOC prior to the adoption of the B.E.S.T. passing scores may use the provisional score (499) or alternate passing score on the new scale (401).
- Students who are eligible for these alternate passing scores may also use them as a comparative score for the Algebra 1 EOC graduation requirement.

**Waivers of Results for Students with Disabilities**

Students with disabilities working toward a standard high school diploma are expected to participate in statewide, standardized assessments. State law, however, provides for a waiver of statewide, standardized assessment results for graduation purposes for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(d)2., F.S., "A student with a disability, as defined in s. 1007.02, for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript." For additional information, visit the Bureau of Exceptional Education and Student Services webpage.

**Alternate Pathways for ESOL Students**

During the 2021 Legislative Session, s. 1003.433(3)(b), F.S., was amended to require that, beginning with the 2022–23 school year, students who have been enrolled in an English Speakers of Other Languages (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 ELA assessment requirement, may meet the grade 10 ELA assessment graduation requirement by "satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with state board rule." Details are provided in Rule 6A-1.09422, F.A.C.

For more information on alternate pathways for ESOL students, please contact the Bureau of Student Achievement through Language Acquisition at SALA@fldoe.org.

**High School Equivalency Diploma Program (2014 GED® Test)**

The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a GED®, the only state-approved high school equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Adult education programs located in school districts, colleges and community organizations provide instruction and the opportunity to practice the skills necessary to meet the minimum passing score of 145.

**2020–21 School Year**

Pursuant to Florida Department of Education (FDOE) Emergency Order No. 2021-EO-02, outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2021 were waived. While the requirements themselves (detailed in this document) did not change, this specific group of students are not required to meet them if they had not already done so. Districts were also authorized to waive Biology 1, Geometry, and/or U.S. History EOC assessment requirements for Scholar diploma designation purposes for students expected to graduate in the spring of 2021.

**2019–20 School Year**

Pursuant to FDOE Emergency Order No. 2020-EO-01, the spring administration of K–12 statewide assessments for the 2019–20 school year that were scheduled to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. While the requirements themselves (detailed in this document) did not change, this specific group of students are not required to meet them if they had not already done so.

## Helpful Resources

- For a full schedule of all statewide assessments, see the Statewide Assessment Schedule page.
- An academic advisement flyer for students related to graduation requirements is available on the Graduation Requirements page.
- The Florida Statewide Assessments Portal provides information about the assessments currently administered and serves to provide valuable resources to students, parents/guardians, and educators.
- CPALMS.org is Florida's official source for standards information and course descriptions and includes helpful resources for educators and students.

## APPENDIX J: COLLEGE READINESS COURSES

The State Board of Education shall adopt rules that require high schools to evaluate before the beginning of grade 12 the college readiness of each student who indicates an interest in postsecondary education and scores at Level 2 or Level 3 on the reading portion of the grade 10 FSA or Level 2, 3, or 4 on the Algebra 1 EOC. High schools shall perform this evaluation using results from the corresponding component of the Postsecondary Education Readiness Test (PERT) or an equivalent test identified by the State Board of Education. The State Board of Education shall establish by rule the minimum test scores a student must achieve to demonstrate readiness.

Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within two years of achieving such scores shall not be required to enroll in remediation course as a condition of acceptance to any community college. The high school shall use the results of the test to advise the students of any identified deficiencies and to the maximum extent practicable provide grade 12 students access to appropriate remedial instruction prior to high school graduation. The college ready instruction provided under this subsection shall be a collaborative effort between secondary and postsecondary education al institutions. To the extent courses are available; the G a d s d e n County Virtual School may be used to provide the college-ready instruction required by the subsection.

**College Readiness Course Placement Score Recommendations***

| Subject | Course Title | PERT | SAT | ACT |
|---|---|---|---|---|
| Reading | English 4: FL College Prep | 50-105 | < 440 | < 19 |
| | English 4 | | ≥ 440 | ≥ 19 |
| Writing | English 4: FL College Prep | 50-102 | < 440 | < 17 |
| | English 4 | | ≥ 440 | ≥ 17 |
| Mathematics | Math for College Readiness | 50-113 | ≥ 440 | ≥ 19 |

The College Readiness Course Placement Score Recommendations apply to students who will be seniors in 2025-2026 school year. The PERT is administered to grade 11 students who have not previously met college readiness standards.

Statewide college–ready cut scores for PERT:
Reading, 106
Writing, 103
Mathematics, 114

~~College Readiness Courses Offered in Gadsden County English IV:~~

- ~~Florida College Prep (Course Code: 1001405)~~
- ~~Mathematics for College Readiness (Course Code: 1200700)~~

## APPENDIX K: FOREIGN EXCHANGE PROGRAM REQUIREMENTS

The school board recognizes the importance of intercultural and international education as part of a school program.

Any student from a foreign country sponsored by a Foreign Exchange Visitor Program who fulfills all eligibility requirements (applicable federal, state, and district regulations), including the approval of the principal, may attend a Gadsden County High School at the discretion of the District School Board of Gadsden County. All students must be approved by the district, through Academic Services, before enrolling in a district school. In no case can the number of foreign exchange students exceed 1 % of the school's enrollment. The district reserves the right to limit the number of students placed by any sponsor or from any country.

Organizations and institutions sponsoring students must be approved by the Council on Standards for International Educational Travel (CSIET) and have J visa status to be eligible to participate in the Foreign Exchange Visitor Program.

### 1. ELIGIBILITY R E Q U I R E M E N T S

A. Sponsors: Applications may be made by CSIET-approved organizations desiring to sponsor foreign students in the Gadsden County School District. Any organization sponsoring a student must supply the name, address, and telephone number of the local representative who is a resident of Gadsden County and can be contacted at any time in case of emergency or other problem.

B. Students: Students must meet the following eligibility requirements before acceptance:

- agree to be in attendance for one academic school year
- be at least 15 but not more than 18 ½ years of age on the date of enrollment in the program and have not completed more than 11 years of primary and secondary education (exclusive of kindergarten) [ NOTE: students who have already graduated will not be allowed to enroll in a Gadsden County high school ]
- have sufficient knowledge of the English language to participate in high school classes
- be accepted by a suitable host family, not to be hosted by the area representative of the sponsoring organization
- provide an English translation of the student's official academic transcript for at least 2
- years prior to entry into the program, including a description of each course

### 2. PROCEDURES FOR ADMISSION OF ELIGIBLE STUDENTS

The sponsoring organization must apply for and obtain the approval for admission of the student through the local representative by Academic Services at least fifteen (15) working days before enrollment in school.

A. Notification: A copy of the District School Board of Gadsden County Foreign Exchange Program procedures shall be sent to local coordinators when requesting placement.

Written approval or denial for admission shall be given to the local coordinator of the sponsoring organization by the Academic Services. The exchange student must be accompanied by the sponsoring organization coordinator and a member of the host family when enrolling at the approved school. Formal entrance to school shall be at the beginning of the school year. An orientation designed to acquaint the student with the American school and with the rules governing the behavior of all students shall be provided by the school staff. The student shall follow school rules and shall participate fully in the educational program provided.

B. Supervision: It is the sponsor's responsibility to make all travel and accommodation arrangements, including securing the host family. It is the sponsor's responsibility to resolve problems that arise between the student, the host family, and /or the school, including, if necessary, the changing of host families or the early return home of the exchange student due to unresolved or personal difficulties. It is the responsibility of the sponsor to notify Academic Services of all changes of host family or address.

C. Financial Support: All expenses, including school and school-related expenses, are the responsibility of the student, the sponsoring organization, and the host family. Foreign Exchange students are not eligible for lunch subsidy.

D. Employment: Exchange students are not permitted to take regular or part-time jobs during their stay in the United States.

E. Athletic Eligibility: Students shall be governed by the Florida High School Athletics Association rules and regulations regarding participation in inter-scholastic athletic competition.

F. Completion: Upon completion of the stay in Gadsden County, the student shall be issued an official transcript of all work completed. A certificate of participation shall also be awarded. Schools are encouraged to honor the foreign exchange student's program completion and award the certificate at an award ceremony.

G. Monitoring: CSIET approved programs are monitored by Academic Services for

- quality of foreign exchange student recruited (e.g., English proficiency, attitude, behavior) and
- appropriateness of host family placement (e.g., high school age student in host family home, family stability)

Sponsoring organizations that have violated the requirements of student eligibility shall not be eligible to submit applications for students to attend Gadsden County High School for two years. Programs with a second violation shall be permanently removed as approved programs for placement in Gadsden County.

## APPENDIX L
## THIRD GRADE STUDENT PROGRESSION – TECHNICAL ASSISTANCE

### A. REQUIREMENTS FOR PROMOTION TO GRADE 4

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under section 1008.22, Florida Statutes (F.S.), for grade 3. (Section 1008.25(5)(b), F.S.)

The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions are 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 based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of section 1008.212, F.S.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention 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. A student may not be retained more than once in grade 3. (Section 1008.25(6)(b), F.S.)

### B. ALTERNATIVE ASSESSMENTS FOR PROMOTION TO GRADE 4

Students who score at Level 1 on the grade 3 statewide English Language Arts Florida Standards Assessment may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an approved alternative standardized reading assessment. The Department of Education shall review and approve the use of alternative standardized reading assessments to be used as a good cause exemption for promotion to grade 4 and will provide a list of approved alternative assessments to districts. The approval of an alternative standardized reading assessment must be based on whether the assessment meets the following criteria:

1. Internal consistency reliability coefficients of at least 0.80;
2. High validity evidenced by the alignment of the test with nationally recognized content standards, as well as specific evidence of content, concurrent, or criterion validity;
3. Norming studies within the last five (5) to ten (10) years, with norming within five (5) years being preferable; and,

4. Serves as a measure of grade three achievement in reading comprehension.

Districts may submit requests for the approval of alternative standardized reading assessments to be used as a good cause exemption for promotion to grade 4. Once an assessment has been 2 approved by the Department of Education, the assessment is approved for statewide use. The Department of Education shall approve the required percentile passing score for each approved alternative standardized reading assessment based on an analysis of Florida student achievement results. If an analysis is not feasible, students must score at or above the 50th percentile on the approved alternative standardized reading assessment. The earliest the alternative assessment may be administered for student promotion purposes is following the administration of the grade 3 statewide English Language Arts Florida Standards Assessment. An approved standardized reading assessment may be administered two (2) times if there are at least thirty (30) days between administrations and different test forms are administered.

The table below lists approved alternate assessments and required percentiles at the publishing date of this TAP. For the current list of approved assessments, please refer to the Just Read, Florida! website, www.fldoe.org/academics/standards/just-read-fl.

| | |
|---|---|
| SAT-10 | 45th percentile |
| Terranova | 50th Percentile |
| ITBS | 50th Percentile |
| NWEA MAP | 50th Percentile |
| STAR Enterprise | 50th Percentile (must use Enterprise version) |
| I-Ready | 50th Percentile (must use Table 6 from 2016-2017 Norms to determine percentile |
| I-Station | 50th Percentile |

(Rule 6A-1.094221, Florida Administrative Code (F.A.C.))

## C. STUDENT PORTFOLIOS FOR PROMOTION TO GRADE 4

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the Language Arts Florida Standards in reading is equal to at least a Level 2 performance on the grade 3 statewide English Language Arts Florida Standards Assessment. Such evidence shall be an organized collection of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide English Language Arts Florida Standards Assessment. The student portfolio must meet the following criteria:

1. Be selected by the student's teacher,

2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom,
3. Include evidence that the standards assessed by the grade 3 statewide English Language Arts Florida Standards Assessment 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 3 adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments.
4. Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide English Language Arts Florida Standards Assessment. For each standard, there must be at least three (3) examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example, and,
5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The school principal shall review and discuss such recommendations 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. (Rule 6A-1.094221, F.A.C., and Section 1008.25(6)(c)2, F.S.)

## D. SUMMER READING CAMPS

Retained students must be provided with intensive interventions in reading to improve the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. Students participating in the school district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S., and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading. (Section 1008.25(7), F.S.)

## E. SERVICES FOR STUDENTS PROMOTED TO GRADE 4 WITH A GOOD CAUSE EXEMPTION

Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized Mathematics assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following:

1. A federally required student plan, such as an individual education plan;
2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments, may be exempted from participation by the principal; or
3. An individualized progress monitoring plan.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that includes specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption, which research has shown to be successful in improving reading among students who have reading difficulties. (Section 1008.25(4), F.S., and Section 1008.25(6)(b), F.S.)

## F. SERVICES FOR STUDENTS RETAINED IN GRADE 3

Students retained in grade 3 must be provided with a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S., and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading. These students must also be provided with intensive interventions in reading to ameliorate the students' specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies prescribed by the school district.
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above.
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies. This instruction may include:
    a. Integration of content-rich texts in science and social studies within the 90-minute block.
    b. Small group instruction.
    c. Reduced teacher-student ratios.
    d. More frequent progress monitoring.
    e. Tutoring or mentoring.
    f. Transition classes containing 3rd and 4th grade students.
    g. Extended school day, week, or year.

Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized Mathematics assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following:

1. A federally required student plan such as an individual education plan;

2. A school-wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
3. An individualized progress monitoring plan.

Each school district shall establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 State Standards in other core subject areas through content-rich texts.
2. Small group instruction.
3. Reduced teacher-student ratios. 5
4. The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech- language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
5. A read-at-home plan. (Section 1008.25(7), F.S.)

## G. MID-YEAR PROMOTION OF RETAINED GRADE 3 STUDENTS

Each school district shall implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade level;
2. Has progressed sufficiently to master appropriate fourth grade reading skills; and,
3. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in the English Language Arts Florida Standards. Evidence is as follows:

1. Satisfactory performance on locally selected standardized assessment(s) measuring English Language Arts Florida Standards;
2. Satisfactory performance on a state approved alternative assessment as delineated in State Board Rule 6A-1.094221, F.A.C., and described in Section B of this TAP; or
3. Successful completion of portfolio elements that meet the following requirements:
   a. Be selected by the school district;
   b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
   c. Include evidence of mastery of the standards assessed by the grade 3 English Language Arts Florida Standards assessment. Evidence can include successful completion of multiple choice items and text-based responses, chapter or unit tests

from the district or school adopted core reading curriculum, or the state-provided third grade student portfolio. Portfolios should contain 50 percent literary and 50 percent informational texts.

d. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4.

The Progress Monitoring Plan for any retained third grade student who has been promoted midyear to fourth grade must continue to be implemented for the entire academic year and if necessary for additional school years. (Section 1008.25(7), F.S., and Rule 6A-1.094222, F.A.C.)

## H. REQUIRED PARENTAL NOTIFICATIONS

For all students in kindergarten through grade 3, schools may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. The parent of any student who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions 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, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
6. That the statewide, standardized English Language Arts assessment 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 student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime

during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.

8. The district's specific criteria and policies for midyear promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention, once the student has demonstrated the ability to read at grade level. Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 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. This notification must comply with the aforementioned notification for parents of a student with a substantial deficiency in reading 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.
   Section 1008.25(5)(a)
   F.S. Section
   1008.25(5)(c),F.S.
   Section 1008.25(7)(b)(1), F.S.

DRAFT

## APPENDIX M: HOUSE BILL 7069 CHANGES TO ASSESSMENT, ACCOUNTABILITY AND STUDENT PROGRESSION

https://info.fldoe.org/docushare/dsweb/Get/Document-8139/DPS-2017-118.pdf

House Bill 7069 was passed during the 2017 legislative session, signed into law by Governor Rick Scott and took effect on July 1, 2017. It enacts changes that impact assessment, accountability and student progression for schools and districts. Below is information regarding these changes listed by the section of the bill in which they are found. If there are questions about this information, please contact the appropriate staff member at the department, as indicated for each section.

**Section 27. (Contact: Jason Gaitanis; 850-245-9618; Jason.Gaitanis@fldoe.org)** Amends section (s.) 1008.34, Florida Statutes (F.S.), School grading system; school report cards; district grade, to:

- Require that students who transfer to a private school with which the district has a contractual relationship be included in the students' home school's graduation rate. District MIS Directors and Accountability Coordinators received information in a memo about the graduation rate corrections process about a new withdrawal code established to collect data so that this requirement can be implemented. This began with the 2016-17 graduation rate calculations.

**Section 28. (Contact: Jason Gaitanis; 850-245-9618; Jason.Gaitanis@fldoe.org)** Amends s. 1008.341, F.S., School improvement rating for alternative schools, to:

- Require that concordant scores be used in determining an alternative school's school improvement rating. The 2016-17 School Improvement Ratings were calculated with this change.

**Section 33. (Contact: Monica Verra-Tirado; 850-245-0941; Monica.Verra-Tirado@fldoe.org)** Amends s. 1003.4282, F.S., Requirements for a standard high school diploma, to make the following changes:

**Additions**

- A district school board or charter school governing board may allow a student to satisfy the online course requirement by completing a blended learning course.
- A school district may not require a student to take a blended learning course outside of the school day or in addition to a student's courses for a given semester.
- The online course graduation requirement does not apply to a student who has an individual educational plan (IEP) under s. 1003.57, F.S., which indicates a blended learning course would be inappropriate.

**Deletions**

- The requirement that a student selecting Algebra 2 must take the Algebra 2 End-of- Course (EOC) assessment and must have the results constitute 30 percent of the student's final course grade.

- The provision for the requirement for a student to pass a personal fitness competency test with a score of "C" or better if they satisfy the one-credit physical education requirement through participation in two full seasons of an interscholastic sport (junior varsity or varsity level).
- The provision that a student may satisfy the online course requirement by passage of an online content assessment without enrollment in or completion of the corresponding course or courses.

Districts will need to review and revise their pupil progression plans to incorporate the additions and deletions noted above, and to provide this information to students, parents and other interested stakeholders.

The 2017-2018 Secondary Student Progression Frequently Asked Questions resource is available on the Graduation Requirements webpage.

**Section 34. (Contact: Monica Verra-Tirado; 850-245-0941; Monica.Verra-Tirado@fldoe.org)** Amends s. 1003.4285, F.S., Standard high school diploma designations, to:

• Delete the requirement that a student must pass the Algebra 2 EOC statewide standardized assessment to earn a scholar diploma designation

**Section 35. (Contact: Vince Verges; 850-245-0513; Vince.Verges@fldoe.org)** Amends s. 1008.22, F.S., Student assessment program for public schools, to:

- Make the following changes that impact statewide assessment schedules and test administration. The updated 2017-18 statewide assessment schedule is posted on the department's website at http://fldoe.org/accountability/assessments/k-12-student-assessment/assessment-schedules.stml.

  - Removes the provision for an Algebra 2 EOC assessment. The last test administration of the Algebra 2 EOC assessment was the spring 2017 test administration.
  - Requires that the statewide, standardized English Language Arts (ELA) and Mathematics assessments in grades 3 to 6 be delivered only in a paper-based format with a process that begins with the 2017-18 school year so that all such assessments are paper- based no later than the 2018-19 school year. There is no longer a requirement that the grade 3 ELA assessment be computer-based in 2017-18.
  - The testing windows and administration timeframes for the statewide assessments (excluding retake assessments) are now specified in s. 1008.22, F.S., and will be effective beginning in the 2018-19 school year, as follows:

    - The grade 3 ELA assessment and the Writing component of the ELA assessment for grades 4 through 10 cannot start earlier than April 1, and its window can be no more than two weeks.
    - All other paper-based assessments cannot start earlier than May 1, and their window cannot exceed two weeks.
    - All assessments not specified in the above bullets (i.e., any computer-based

assessments other than ELA Writing) must be administered within a four-week assessment window that opens no earlier than May 1.
    - Assessments other than the grade 3 ELA assessment and the Writing component of the ELA assessment can only be administered no earlier than four weeks before the last day of school for the district. The bill analysis provided by legislative staff offers the following guidance: "[HB 7069] requires school districts to administer the assessments associated with a May 1 assessment window no earlier than four weeks before the last day of school for the district. In effect, this will require the last four weeks of a school district's school year to overlap with the May 1 assessment windows to the extent necessary for all assessments in the district to be administered. This does not require the last four weeks of the school year to start with the May 1 assessment window; rather, school districts will have the flexibility to adjust their last day of school to provide sufficient time, based upon the district's capacity and needs, to administer these assessments within their respective assessment windows."
  - The department's publication requirement for the uniform assessment calendar is moved from August to January each year, beginning in 2018. By January 1, 2018, the department will publish the statewide assessment schedule in the uniform assessment calendar format for the 2018-19 and 2019-20 school years. The uniform assessment calendars will be sent to school district superintendents and district assessment coordinators and posted at http://fldoe.org/accountability/assessments/k-12-studentassessment/assessment-schedules.stml on the department's website. District requirements for publishing the uniform assessment calendar did not change.
- Make the following changes that impact the reporting of students' assessment scores.
  - Statewide assessment results must be made available no later than June 30, except for the results for the grade 3 ELA assessment which must be available by May 31.
  - Districts must report district-required assessment results to teachers within 1 week of their test administration and to the student's parents within 30 days after administering the assessments.
  - A new, more comprehensive student score report for the statewide assessments will be implemented. The new report format must contain an explanation of the student's results; information identifying the student's strengths and weaknesses; specific actions that can be taken and resources that can be utilized for improving areas of weaknesses; and longitudinal, comparative and predictive data for the student.
- Require the department to solicit cost proposals for releasing the grades 3-10 ELA and grades 3-8 Mathematics assessments in any procurement for such assessments, beginning with the next scheduled procurement. Assessments must be published on a triennial basis, based on a schedule determined by the commissioner. Each published assessment must have been administered during the most recent school year. The deadline for the initial publication of released statewide assessments is June 30, 2021, subject to legislative appropriation, and must at a minimum include grade 3 ELA and Mathematics, grade 10 ELA and the Algebra 1 EOC assessment. The department must publish materials on its website for understanding released statewide assessments.
- Clarify in adult education reporting requirements that secondary education subsequent to grade 8 refers to grades 9-12, not adult education.

**Section 36. (Contact: Jason Gaitanis; 850-245-9618; Jason.Gaitanis@fldoe.org)** Amends s. 1012.34, F.S., Personnel evaluation procedures and criteria, to make the following changes to the teacher evaluation system in Florida:

- Districts may choose, but are no longer required, to use the student growth measure adopted by the Commissioner in teacher evaluation systems. The law does still require that at least 1/3 of each teacher's evaluation is based upon three years (if available) of student performance data (either growth or achievement) for students taught by the teacher.
- The bill removes rulemaking requirements to establish performance-level standards based on the Commissioner's approved student learning growth model.

In addition to the above changes, the department is required to contract with a third party to develop a data visualization tool using the data form the Commissioner's approved student learning growth model (Florida's value-added model), to enable teachers to understand and evaluate data and to enable school administrators to improve instruction, evaluate programs, allocate resources, plan professional development and communicate with stakeholders.

**Section 37. (Contact: Vince Verges; 850-245-0513; Vince.Verges@fldoe.org)** Creates a new section of law to:

- Require the Commissioner to contract for an independent study to determine whether the SAT and ACT may be administered in lieu of the grade 10 ELA and Algebra 1 EOC assessments while continuing to meet federal requirements. The findings of the study are due to the Governor, President of the Senate, Speaker of the House and the State Board by January 1, 2018.

**Section 42. (Contact: Tammy Duncan; 850-850-245-0022; Tammy.Duncan@fldoe.org)** Amends s. 1008.345, F.S., Implementation of state system of school improvement and education accountability, to include the following reporting requirements:

- The commissioner must annually report to both the State Board of Education and Legislature recommended changes to state policy for fostering school improvement and education accountability. Additions to this report include:
  - Information contained in the district's annual report required under s. 1008.25(8), F.S. Components of the district's annual report are published in the PK-12 portal of the EDStats tool, which may be accessed at https://edstats.fldoe.org.
  - Intervention and support strategies effective in improving reading performance of students who are identified as having a substantial reading deficiency.

Changes listed here for this section of the bill are specific to reporting requirements for the annual report. For information about school improvement policies, please contact Melissa Ramsey at 850-245-0841 or Melissa.Ramsey@fldoe.org.

## APPENDIX N: GRADUATION REQUIREMENTS FOR DISPLACED PUERTO RICO HIGH SCHOOL STUDENTS

https://info.fldoe.org/docushare/dsweb/Get/Document-8138/DPS-2017-172.pdf

We are excited and pleased to announce that we have confirmation for graduation requirements for displaced Puerto Rican high school juniors and seniors to substantially complete the Puerto Rico high school curriculum and earn a Puerto Rico high school diploma if they choose this option.

**Eligible Students**

The Florida Department of Education (FDOE) will request that Florida public school districts provide students with an option to earn a Puerto Rico high school diploma if the student

1) is enrolled in a public school in Florida;
2) was enrolled in a public school in Puerto Rico;
3) has been displaced by Hurricane Maria; and
4) had attained the 11th or 12th grade in Puerto Rico by the time Hurricane Maria made landfall in October 2017.

Requirements for Earning a Puerto Rico High School Diploma for a Student Who is currently a junior or a senior in High School

- In order for a student to earn a high school diploma from Puerto Rico, the student must complete a minimum of 18 credits, 20 hours of occupational experiences (which may include mentoring, internship or work experience, or a combination thereof) and 40 hours of community service.

- The 18 credits required for a student to earn a Puerto Rico high school diploma must include the following:

    - Spanish – 3.0 credits
    - English – 3.0 credits
    - Mathematics – 3.0 credits
    - Social Studies – 3.0 credits
    - Science – 3.0 credits
    - Physical Education – 1.0 credit
    - Art – 0.5 credit
    - Health – 0.5 credit
    - Responsible Parenting – 0.5 credit (may also be satisfied with a Health Education or elective course)
    - Technology, Family Science, Agriculture or other elective – 0.5 credit.

- There are no specific courses required for the credits in mathematics, English, Science or Social Studies.

- There are no requirements for a student to earn a minimum grade point average or satisfy standardized assessment requirements.

**Student Transcripts**

We will need to identify the process by which students may request official transcripts and a diploma from the Puerto Rico Department of Education. Until that process has been established, there is a process in place for establishing a student's progression plan that is outlined in State Board of Education Rule 6A1.09941, Florida Administrative Code. When a high school student transfers into a Florida public school, the credits and grades earned and offered for acceptance are based on official educational records. If a high school student from Puerto Rico transfers into a Florida public school without official educational records, then the receiving school determines grade-level placement based on the district student progression plan. Principals, in cooperation with faculty, take steps to assess the student's level of learning in the core content areas. An academic history is created based on student and parent interviews, assessments, teachers' consultation and other factors. The student is then placed in the most appropriate sequential course. Validation of credits established in the academic history is based, in part, upon performance during the first grading period. Please refer to questions and answers in the Guidance to School Districts of Enrolling Students Displaced by Hurricane Maria (pdf).

The Florida Department of Education is working collaboratively with the Puerto Rico Department of Education to ensure that student credit hours are accurately transferred. Further information will be forthcoming. In the meantime, any student choosing this option and transferring back to their school in Puerto Rico will not count in the denominator and/or adversely affect graduation rates. These students will be coded as "W3B – Any PK12 student who withdraws to attend a public school in another public school out-of-state or out-of-country." This code should be used for all students returning to Puerto Rico including seniors who are returning to receive their high school diploma.

DRAFT

## APPENDIX O: MULTI-TIERED SYSTEM OF SUPPORTS

Schools are required to utilize the district Multi-Tiered System of Support Plan for all students, including those students who fail to meet performance standards. The *Multi-Tiered System of Support Handbook* (located on our District Website) is designed to guide schools and teachers as they implement a Multi-Tiered System of Support for all students. The Multi-Tiered System of Support model requires that teachers monitor student data obtained through universal screening, formative progress monitoring and classroom assessment/observation throughout the year and implement interventions to meet student needs as identified by this data. According to House Bill 7069 "…students must be provided intensive explicit, systematic, and multisensory reading interventions" (F.S. 1001.215).

Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity (tiers). Three Tiers describe the level and intensity of the instruction/interventions provided across the continuum:

**Tier 1 - Core Universal Instruction and Supports**
General academic and behavior instruction and support designed and differentiated for all students in all settings

**Tier 2 - Targeted Supplemental Interventions and Supports**
More focused, targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum/instruction

**Tier 3 - Intensive Individualized Interventions and Supports**
More focused, targeted *individualized* instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum/instruction

***The three Tiers are not used to describe categories of students, timelines, procedures, or specific programs.***

## APPENDIX P: REQUEST FOR ASSIGNMENT TO NEXT GRADE FOR GOOD CAUSE

**School Name:** _____
**Student Name:** _____ **Student Number:** _____
**Current Grade:**

**Record of Prior Retentions:** _____
**Special Classes (i.e. ESOL, ESE):** _

**FSA RESULTS**
**Reading:** _____ **Mathematics** _____

**GRADES IN ACADEMIC SUBJECTS**
**Lang. Arts** _____ **Reading** _____ **Mathematics** _____

**Social Studies** _____ **Science** _____ **Writing** _____

**Checked below to indicate the area in which the above named student is eligible for assignment to the next grade as provided by the Student Progression Plan.**

_____ 1. A student with limited English proficiency who has had less than two (2) years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States and meets all other district promotion requirements;

2. A student with a disability whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule (Section 1008.212, F.S.);
3. A student who demonstrates an acceptable level of performance on a district and State approved alternative standardized reading or English Language Arts assessment;
4. A student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the English Language Arts Florida Standards tested in reading equal to at least a Level 2 performance. A student in grades 4-8 who demonstrates through a portfolio that promotion requirements have been met in other applicable subject areas;
5. A student with a disability, who has been previously retained in the K-3 grade group, who participates in the FSA, and who has an Individual Education Plan (IEP) or a 504 plan that reflects that the student has received intensive remediation in reading or English Language Arts for more than 2 years but still demonstrates a deficiency in reading;
6. 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 group for two or more years;
7. 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 has 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.

**Superintendent's Signature** **Principal's Signature**

# Appendix Q: Standard Diploma Requirements

## Academic Advisement – What Students and Parents Need to Know

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

### Academic Advisement
### Students Entering Grade 9 in 2023-2024 and Thereafter

## What Students and Parents Need to Know

**What options lead to a standard diploma?**

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] 1003.4282, Florida Statutes [F.S.])

**What are the state assessment requirements?**

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Biology
- Geometry
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]).
(See s. 1008.22, F.S.)

**What is the difference between the 18-credit ACCEL option and the 24-credit option?**

- 2.5 elective credits instead of 7.5
- Physical Education is not required

**What is the difference between the CTE Pathway option and the 24-credit option?**

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
  - 2 credits in CTE courses, must result in a program completion and industry certification
  - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

## 24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

**4 Credits ELA**

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement

**4 Credits Mathematics***

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) **
- An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

**3 Credits Science***

- One of which must be Biology, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)**
- An identified computer science*** credit may substitute for up to one science credit (except for Biology)

**3 Credits Social Studies**

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

**0.5 Credit in Personal Financial Literacy******

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

**1 Credit Physical Education***

- To include the integration of health

**7.5 Elective Credits**

**Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.**

*Eligible courses are specified in the Florida Course Code Directory.
**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.
***A computer science credit may not be used to substitute for both a mathematics and science credit.
****This requirement was added for students entering grade nine 2023-2024 and thereafter.

# Academic Advisement
## Students Entering Grade 9 in 2023-2024 and Thereafter
## What Students and Parents Need to Know



### Scholar Diploma Designation

In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements:

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

**Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

### Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

**What is CAP?**

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Biology
- Geometry
- U.S. History

**What are the additional graduation options for students with disabilities?**

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

### State University System

Admission into Florida's State University System (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

### Florida College System

The 28 colleges of the Florida College System serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

### Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

Career, Adult and Technical Education
District Postsecondary Institutions

**Where is information on financial aid located?**

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

Office of Student Financial Assistance

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

**Appendix R:**
**CURRICULUM & INSTRUCTION DEPARTMENT**
**TRANSFER RECORD FROM NON-PUBLIC TO PUBLIC SCHOOL**
KINDERGARTEN AND GRADE 1 (2020-2021)

**KINDERGARTEN REQUIREMENT:**

Age 5 on or before September 1, admitted any time during the school year

**FIRST GRADE ENTRANCE REQUIREMENTS:**

Age 6 on or before September 1, admitted any time during the school year, if Kindergarten has been successfully completed.

Successful completion will be defined as follows:

1 The student was in regular attendance in an 180 day instructional program.
2 The student was in attendance in a 3 hour net instructional program.
3 The student met the Kindergarten legal age requirement of 5 on or before September 1.

**CHILD'S RECORDS:**

Student's Legal Last Name First Initial Birthday (Mo/Day/Yr)

House Number/Street Name/Apt# City State Zip

Code Immunization Records Attached? Yes ☐ No ☐

Number of Days Present: Number of Days School in Session:
Number of Days Absent: _____ Length of Child's Instructional Day: _____

**SCHOOL RECORDS:**

Name of School: _____

Address of School:

Signature of Teacher: _____

Florida Statutes Records Requirements Met by School: Yes ☐ No ☐

**AREA DIRECTOR CERTIFICATION STATEMENT**

It is our professional option that _____
(Name of Student)
has / has not successfully completed the legal requirement for Kindergarten and was in regular attendance during the 20_- 20 ____school year and is / is not ready to begin a first grade program.

Area Director Signature (Mo/Day/Yr)

**Appendix S: Gadsden County Public Schools**
**VERIFICATION OF RESIDENCE**
(Families Residing With Other Families)

**OFFICE USE ONLY (check one) Initial Application _____**
**Re-Application _____**

**FLORIDA STATUTES 837.06 PROVIDES THAT WHOEVER KNOWINGLY MAKES A FALSE STATEMENT IN WRITING WITH THE INTENT TO MISLEAD A PUBLIC SERVANT IN THE PERFORMANCE OF HIS OFFICIAL DUTY SHALL BE GUILTY OF A MISDEMEANOR OF THE SECOND DEGREE.**

***TO BE COMPLETED BY PARENT/LEGAL GUARDIAN***

**PART A:** I _____ _____, hereby swear/attest that my child,
**(Parent/Legal Guardian)**

_____ _____, and I are currently residing with_____ _____,
**(Child's Name)** **(Homeowner/Lessee Name)**

whose legal Gadsden County residence is _____,
**(Street Address)**

_____, _____,
**(City)** **(Zip Code)**

This verification of residency is necessary to attend _____ _____,
**(School Name)**

**I understand that falsification of this information may lead to the immediate withdrawal of my child from this school. I also understand that this form is valid for one (1) school year ONLY and it is my responsibility, as parent, to renew this form with child's school no later than May 31st for the next school year. Note: Any student's residence information not renewed by the time allotted will be withdrawn from school until residence information is verified.**

**Note: A copy of two of the following items must be attached: A valid Florida Driver's License (or DMV picture ID), voter registration, or auto registration with the Gadsden County street address shown above.**

_____ _____
**(Parent/Legal Guardian Signature)** **(Date)**

***TO BE COMPLETED BY HOME OWNER/LESSEE***

**PART B:** I _____, hereby swear/attest that the above
**(Legal Gadsden County Resident)**

statement is true and accurate and the above named individuals are indeed residing at my permanent residence.

**Note: A copy of a warranty deed or homestead exemption or lease, a copy of a current electric bills, plus one of the following current documents must be attached: voter's registration, auto registration, valid Florida Driver's License (or DMV picture ID), each showing the Gadsden County street address as evidence of residence.**

_____ _____
**(Print Name)** **(Signature)**

_____ _____
**(Street Address)** **(City, State, Zip Code)**

_____
**(Home Telephone Number)**

**PART C: NOTARY**

State of_____County of _____

Sworn to and subscribed before me this _____day of _____, 20_____,

respectfully, who are personally known by me or produced identification,

_____ _____and _____,

Notary Signature _____

ATTENTION: Individuals from Part A and Part B **must** appear before you **jointly** with the proper identification.